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ABSTRACT

This report presents results from the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997 and results from end of course tests in Algebra and Biology. Only a slight decrease in the percentage passing the eighth-grade social studies test marred the otherwise across-the-board rise in percentages meeting minimum expectations at all levels. The increased passing rate occurred even as the number of students tested rose by approximately 58,000 students. Following an Executive Summary, the second section of the report provides an assessment program overview and discusses performance standards, benchmarking, test security, and results reporting format. The third section contains TAAS results by grade level for the exit level tests and for grades 3 through 8. Spanish TAAS test results for grades 3 and 4 are included. Section 4 contains results from the TAAS benchmarked tests and Spanish version tests for grades 4 through 6. Section 5 presents results for the Algebra I and Biology I End-of-Course examinations. In section 6, TAAS and End-of-Course regional results are shown. Section 7 contains a study of the correlation of course grades with performance on the eighth-grade social studies test. Eleven appendixes present additional results reports, specifically focusing on students in special education and those not in special education. (Contains 47 tables.) (SLD)

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Statewide and Regional Results

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Student Performance Results 1996–1997

TEXAS STUDENT ASSESSMENT PROGRAM

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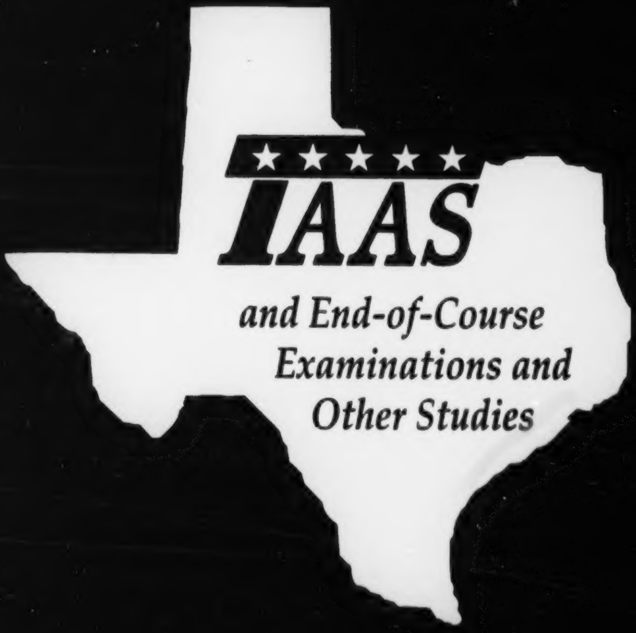

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Austin, Texas

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Texas Student Assessment Program

Student Performance Results
1996–1997

Statewide and Regional Results

★★★★★
TAAS

and
End-of-Course
Examinations
and Other Studies

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Table of Contents

I. Executive Summary 1

II. Assessment Program Overview 31
  Background 32
  Performance Standards 33
  Benchmarking 33
  Test Security 34
  Report Format 34

III. TAAS Results by Grade Level: Spring 1997 37
  Exit Level TAAS Results 38
  Grade 8 TAAS Results 62
  Grade 7 TAAS Results 82
  Grade 6 TAAS Results 91
  Grade 5 TAAS Results 100
  Grade 4 TAAS Results 109
  Grade 3 TAAS Results 123
  Grade 4 Spanish TAAS Results 132
  Grade 3 Spanish TAAS Results 141

IV. TAAS Benchmarked Tests: Spring 1997 151
  Grade 6 Spanish TAAS Results 152
  Grade 5 Spanish TAAS Results 153
  Grade 4 Spanish TAAS Results (Writing) 155

V. End-of-Course Examinations: Spring 1997 167
  Algebra I 168
  Biology I 172

VI. TAAS and End-of-Course Regional Results 181

VII. A Study of the Correlation of Course Grades with Student Performance on the Grade 8 TAAS Social Studies Test 227

List of Reports

TAAS Summary Report—All Students Not in Special Education
Grade 10, February 1997 47

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 10, February 1997 49

TAAS Written Composition Analytic Information Summary Report—All Students Not in Special Education
Grade 10, February 1997 51

TAAS Summary Report—All Students Not in Special Education
Grade 11, February 1997 52

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 11, February 1997 54

TAAS Written Composition Analytic Information Summary Report—All Students Not in Special Education
Grade 11, February 1997 56

TAAS Summary Report—All Students Not in Special Education
Grade 12, February 1997 57

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 12, February 1997 59

TAAS Written Composition Analytic Information Summary Report—All Students Not in Special Education
Grade 12, February 1997 61

TAAS Summary Report—All Students Not in Special Education
Grade 8, Spring 1997 74

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 8, Spring 1997 77

TAAS Written Composition Analytic Information Summary Report—All Students Not in Special Education
Grade 8, Spring 1997 81

TAAS Summary Report—All Students Not in Special Education
Grade 7, Spring 1997 88

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 7, Spring 1997 89

TAAS Summary Report—All Students Not in Special Education
Grade 6, Spring 1997 97

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 6, Spring 1997 98

TAAS Summary Report—All Students Not in Special Education
Grade 5, Spring 1997 106

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 5, Spring 1997 107

TAAS Summary Report—All Students Not in Special Education
Grade 4, Spring 1997 118

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 4, Spring 1997 120

TAAS Written Composition Analytic Information Summary Report—All Students Not in Special Education
Grade 4, Spring 1997 122

TAAS Summary Report—All Students Not in Special Education
Grade 3, Spring 1997 129

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 3, Spring 1997 130

TAAS Summary Report—All Students Not in Special Education
Grade 4 Spanish, Spring 1997 138

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 4 Spanish, Spring 1997 139

TAAS Summary Report—All Students Not in Special Education
Grade 3 Spanish, Spring 1997 147

TAAS Demographic Performance Summary—All Students Not in Special Education
Grade 3 Spanish, Spring 1997 148

TAAS Summary Report—Benchmark Test
Grade 6 Spanish, Spring 1997 164

TAAS Summary Report—Benchmark Test
Grade 5 Spanish, Spring 1997 165

TAAS Summary Report—Benchmark Test
Grade 4 Spanish, Spring 1997 166

Algebra I Texas End-of-Course Summary Report—All Students Not in Special Education
Spring 1997 176

Algebra I Texas End-of-Course Demographic Performance Summary—All Students Not in Special Education
Spring 1997 177

Biology I Texas End-of-Course Summary Report—All Students Not in Special Education
Spring 1997 178

Biology I Texas End-of-Course Demographic Performance Summary—All Students Not in Special Education
Spring 1997 179

TAAS and End-of-Course Regional Performance Summaries
Spring 1997 181

List of Appendices

Appendix A
TAAS and End-of-Course Test Instructional Objectives....241

Appendix B
Texas Learning Index, Texas Percentile Rank, and Normal Curve Equivalent....249

Appendix C
TAAS and End-of-Course Test Summary Reports—Special Education Students Spring 1997....251

Appendix D
TAAS Summary Reports—All Students Not In Special Education May 1997....271

Appendix E
TAAS Summary Reports—Special Education Students May 1997....277

Appendix F
TAAS Summary Reports—All Students Not In Special Education October 1996....281

Appendix G
TAAS Summary Reports—Special Education Students October 1996....289

Appendix H
TAAS Summary Reports—All Students Not In Special Education July 1997....297

Appendix I
TAAS Summary Reports—Special Education Students July 1997....305

Appendix J

Algebra I and Biology I End-of-Course Test Summary Reports—
All Students Not In Special Education
Fall 1996 and Summer 1997 313

Appendix K

Algebra I and Biology I End-of-Course Test Summary Reports—
Special Education Students
Fall 1996 and Summer 1997 319

SECTION I

Executive Summary

OVERVIEW

> *"It is always gratifying to see our TAAS scores improve. But the gains made this year are especially significant because they occurred during a year when we had a significant increase in the number of students taking the test."*
>
> Mike Moses, Commissioner of Education, May 1997

Texas public school students continued an impressive upward trend in performance by recording gains on all but one of the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997. Only a slight decrease in the percentage passing the Grade 8 social studies test marred the otherwise across-the-board rise in percentages meeting minimum expectations at all grade levels. The increased passing rates occurred even as the number of individuals tested rose by approximately 58,000 students. The results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable their students to meet the future and its challenges.

This executive summary outlines statewide TAAS results for the 1996-1997 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, a new feature this year is a four-year comparison of both the percentage passing rates and the Texas Learning Index (TLI) data; comparing data from four years allows an illustration of three years' worth of gain. Also included in this section are statewide data from the administration of both the Biology I and the Algebra I end-of-course examinations. The data in this section represent the results of the English-language TAAS tests for all students not in special education, including those students who attend year-round education schools. Results of the Spanish-language TAAS tests are presented in Sections III and IV. Summary reports of the results for students in special education can be found in the appendices. District and campus-level results are available in the Academic Excellence Indicator System (AEIS) accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency, or you may access our website at **www.tea.state.tx.us** for additional information.

RELEASE OF TESTS

> *"Do we want the test we use to be made public—that is, disclosed so that all parents, teachers, and others can see a copy? The answer I continue to get across the state is a resounding yes. That is why I was pleased to be able to release and make public the TAAS test in May 1995. I thought Texas' parents, teachers, and students needed to be able to see a copy of the test. There need be no secrets with regard to what we want children to know..."*
>
> Mike Moses, Commissioner of Education, May 1997

For the first time in the testing program's history, the TAAS items on which students were scored were made public on May 19, 1995, shortly after spring testing. The contents of the spring 1995 reading, mathematics, and writing tests were released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests were not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

Differences in the academic-year calendar necessitate the use of a spring "alternate" form of the TAAS tests by year-round education campuses. Although the 1995 release was restricted to the primary forms of the tests, beginning with the 1995-1996 academic year, legislation mandated yearly release of all actual test items that counted for student scores for each test administered under the requirements of the Texas Education Code, Chapter 39, Subchapter B. Therefore, the 1997 release includes primary and alternate forms as well as the Spanish versions of TAAS reading and mathematics (Grades 3 through 6) and the Spanish version of TAAS writing (Grade 4). All exit level TAAS retests and Algebra I and Biology I end-of-course tests administered in the 1996-1997 academic year were also released. Districts received the following released test booklets in August, 1997:

TAAS Released Tests

Grade 3	*Spring 1997 Reading & Mathematics*	
	Spring 1997 Reading & Mathematics	*Alternate form*
	Spring 1997 Reading & Mathematics	*Spanish*
Grade 4	*Spring 1997 Reading, Mathematics, & Writing*	
	Spring 1997 Reading, Mathematics, & Writing	*Alternate form*
	Spring 1997 Reading, Mathematics, & Writing	*Spanish*
Grade 5	*Spring 1997 Reading & Mathematics*	
	Spring 1997 Reading & Mathematics	*Alternate form*
	Spring 1997 Reading & Mathematics	*Spanish*
Grade 6	*Spring 1997 Reading & Mathematics*	
	Spring 1997 Reading & Mathematics	*Alternate form*
	Spring 1997 Reading & Mathematics	*Spanish*
Grade 7	*Spring 1997 Reading & Mathematics*	
	Spring 1997 Reading & Mathematics	*Alternate form*
Grade 8	*Spring 1997 Reading, Mathematics, Writing, Science, and Social Studies*	
	Spring 1997 Reading, Mathematics, Writing, Science, and Social Studies	*Alternate form*
Exit Level	*Fall 1996 Reading, Mathematics, & Writing*	
	Spring 1997 Reading, Mathematics, & Writing	
	Spring 1997 Reading, Mathematics, & Writing	*Alternate form*
	April/May 1997 Reading, Mathematics, & Writing	*(Senior Retest)*
	Summer 1997 Reading, Mathematics, & Writing	

End-of-Course Released Tests

Fall 1996 Algebra I	*Spring 1997 Algebra I*	*Summer 1997 Algebra I*
Fall 1996 Biology I	*Spring 1997 Biology I*	*Summer 1997 Biology I*

Released materials include test booklets, answer keys, and written composition scoring guides. These guides contain the criteria used in the scoring of written compositions as well as samples of scored student responses with explanatory notes.

Each school superintendent, as well as each regional education service center, was provided with multiple copies of the released test materials. Districts and individuals also have the opportunity to purchase additional copies of the released tests, which are copyrighted by the Texas Education Agency. In addition, districts were provided with group item analysis reports, which indicate the percentage of students at the campus or district level who selected each answer option. Districts may also obtain individual item analysis reports that indicate which answer options a particular student selected. This detailed information may enable districts to more easily identify student and/or programmatic strengths and weaknesses.

The contents of the assessments must remain secure prior to any given administration in order to ensure that all students are tested on a "level playing field." Therefore, the items that are released to the public can never again be used in an actual testing situation. Many new items must continually be developed and field-tested in order to replenish the "bank" of items used in the construction of future assessments.

PRIVATE SCHOOLS TESTING

Beginning with the spring 1996 administration, private schools, including home schools, were eligible to participate on a voluntary basis in the TAAS and end-of-course testing programs. During the 1996-1997 school year, participation by private schools in this voluntary assessment involved 98 students from 5 private schools and 1 student from a home school.

Private-school students' results are reported separately from public-school students' results; to ensure confidentiality of results, no performance data pertaining to private-school students are reported unless at least 5 students at a grade level took the tests. The performance summaries presented in this report are of public-school students only.

COMPARISON OF RESULTS

Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
All Students Not In Special Education

Spring 1997 passing rates rose at all grade levels in mathematics, reading, writing, and "all tests taken."

OVERVIEW

The 1997 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students meeting minimum expectations rose across the board, with each grade level now showing passing rates in the eighties. Reading scores ranged from 81 percent of all students meeting minimum expectations at Grade 3 to 86 percent meeting minimum expectations at Grade 10.

In **mathematics**, all grade levels made notable gains, with the most impressive improvement at Grade 7 (a 9-point gain compared to the 1996 results) and at Grade 5 (an 8-point gain). Scores ranged from 72 percent meeting minimum expectations at Grade 10 to 86 percent meeting minimum expectations at Grade 5.

Writing scores improved at all three grades tested in this subject. Scores ranged from 80 percent meeting minimum expectations at Grade 8 to 88 percent meeting minimum expectations at Grade 10.

In addition, every grade level made gains in the **"all tests taken"** category; for the first time, no grade level had a passing rate below sixty percent. The percentage of students meeting minimum expectations on "all tests taken" (reading and mathematics at Grades 3, 5, 6, and 7 and reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 66 percent at Grade 8 to 79 percent at Grade 5.

The following table presents spring 1994, spring 1995, spring 1996, and spring 1997 results by subject area and "all tests taken." Highlights at each grade level are conveniently summarized in the brief text incorporated in the table. The same information is then presented in bar-graph format. For purposes of comparison across grade levels, the "all tests taken" category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

Texas Assessment of Academic Skills

PERCENT MEETING MINIMUM EXPECTATIONS
COMPARISON OF RESULTS

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

<table>
<tr><th></th><th colspan="4">Reading</th><th colspan="4">Mathematics</th><th colspan="4">Writing</th><th colspan="4">All Tests Taken</th></tr>
<tr><th></th><th>1994</th><th>1995</th><th>1996</th><th>1997</th><th>1994</th><th>1995</th><th>1996</th><th>1997</th><th>1994</th><th>1995</th><th>1996</th><th>1997</th><th>1994</th><th>1995</th><th>1996</th><th>1997</th></tr>
<tr><td>Grade 3</td><td>77%</td><td>79%</td><td>80%</td><td>81%</td><td>62%</td><td>73%</td><td>76%</td><td>81%</td><td></td><td></td><td></td><td></td><td>58%</td><td>67%</td><td>70%</td><td>73%</td></tr>
<tr><td></td><td colspan="16">Grade 3 continues its steady improvement, with 1997 gains ranging from 1 to 5 percentage points in each category compared to 1996 results.</td></tr>
<tr><td>Grade 4</td><td>75%</td><td>79%</td><td>78%</td><td>82%</td><td>59%</td><td>70%</td><td>78%</td><td>82%</td><td>85%</td><td>84%</td><td>86%</td><td>87%</td><td>54%</td><td>63%</td><td>66%</td><td>71%</td></tr>
<tr><td></td><td colspan="16">Reading and mathematics scores both climb into the eighties this year, while the "all tests taken" category rises into the seventies. Writing scores continue to improve.</td></tr>
<tr><td>Grade 5</td><td>77%</td><td>79%</td><td>82%</td><td>84%</td><td>62%</td><td>72%</td><td>78%</td><td>86%</td><td></td><td></td><td></td><td></td><td>58%</td><td>66%</td><td>73%</td><td>79%</td></tr>
<tr><td></td><td colspan="16">Between 1994 and 1997, Grade 5 exhibits the largest gain of any grade level in mathematics: an impressive 24-point rise. This year's "all tests taken" results are the highest of any grade level.</td></tr>
<tr><td>Grade 6</td><td>73%</td><td>78%</td><td>78%</td><td>84%</td><td>60%</td><td>64%</td><td>77%</td><td>81%</td><td></td><td></td><td></td><td></td><td>56%</td><td>60%</td><td>69%</td><td>76%</td></tr>
<tr><td></td><td colspan="16">Grade 6 shares honors with Grade 8 for the largest gain in reading, rising 6 percentage points compared to the 1996 level. The "all tests taken" category reflects a gain of 7 percentage points.</td></tr>
<tr><td>Grade 7</td><td>75%</td><td>78%</td><td>82%</td><td>84%</td><td>59%</td><td>61%</td><td>70%</td><td>79%</td><td></td><td></td><td></td><td></td><td>55%</td><td>58%</td><td>67%</td><td>74%</td></tr>
<tr><td></td><td colspan="16">Mathematics scores jump 9 percentage points compared to 1996 results, the largest gain of any grade level in mathematics.</td></tr>
<tr><td>Grade 8*</td><td>76%</td><td>75%</td><td>77%</td><td>83%</td><td>57%</td><td>56%</td><td>68%</td><td>75%</td><td>69%</td><td>74%</td><td>76%</td><td>80%</td><td>49%</td><td>50%</td><td>58%</td><td>66%</td></tr>
<tr><td></td><td colspan="16">This year's jump of 8 points in "all tests taken" is the largest gain of any grade level in this category. Writing scores reach the 80% mark.</td></tr>
<tr><td>Grade 10</td><td>76%</td><td>76%</td><td>81%</td><td>86%</td><td>57%</td><td>59%</td><td>65%</td><td>72%</td><td>81%</td><td>86%</td><td>85%</td><td>88%</td><td>52%</td><td>54%</td><td>60%</td><td>67%</td></tr>
<tr><td></td><td colspan="16">Grade 10 continues its trend of notable improvement in all categories, with mathematics and "all tests taken" each reflecting a 7-point gain compared to 1996 results and a 15-point gain compared to 1994 results.</td></tr>
</table>

* *Does not include results of the science and social studies tests.*

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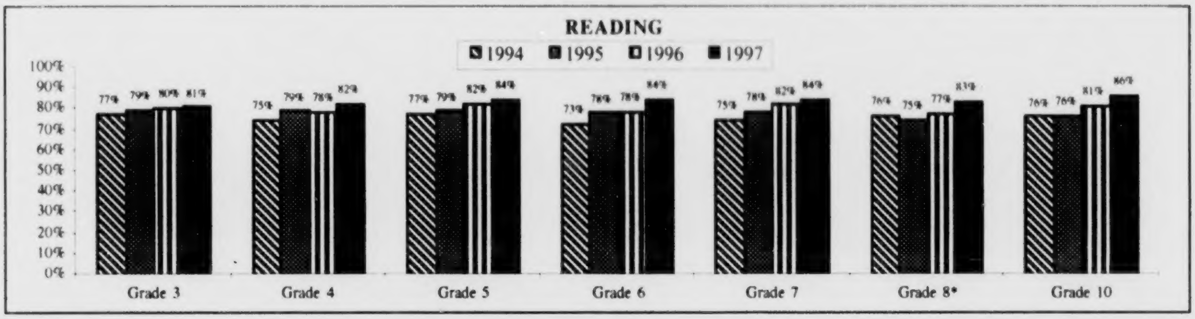
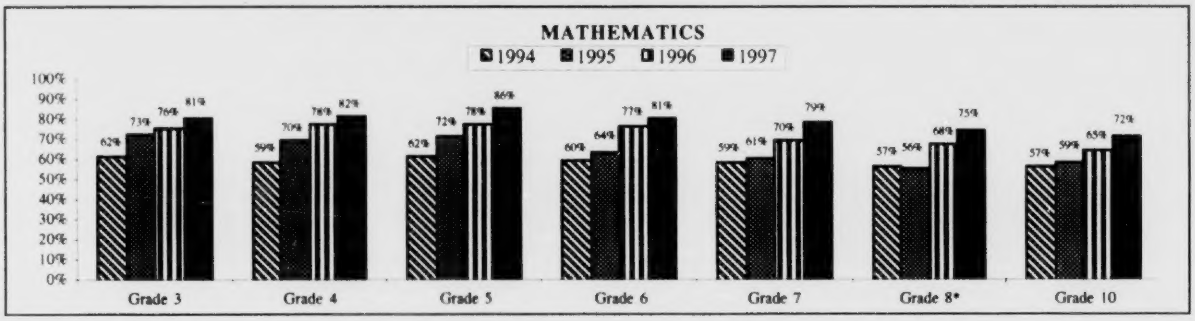
Texas Assessment of Academic Skills

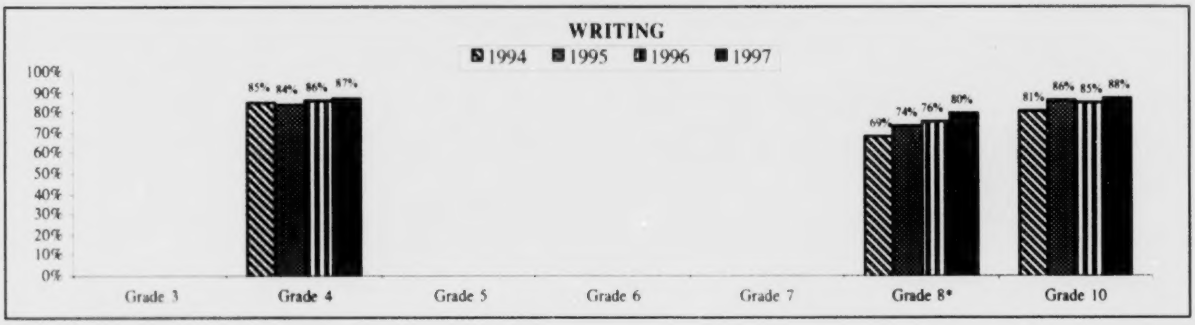
PERCENT MEETING MINIMUM EXPECTATIONS COMPARISON OF RESULTS

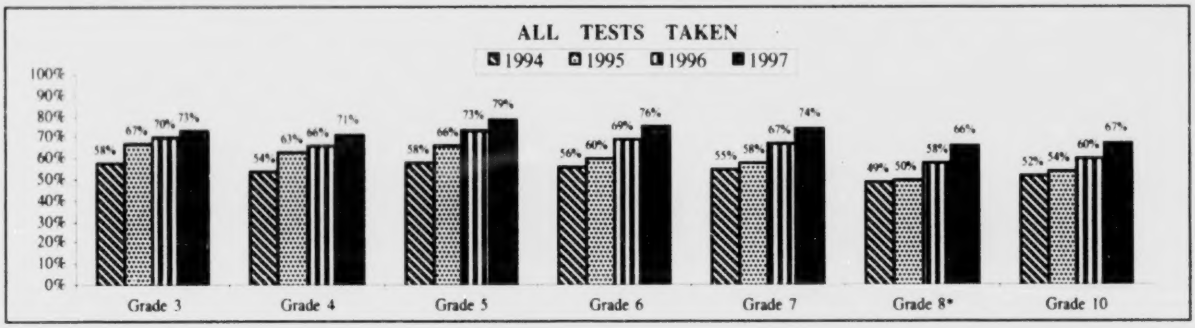
Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)









** Does not include results of the science and social studies tests.*

TEXAS LEARNING INDEX

Spring 1997 marked the fourth year of the Texas Learning Index, or TLI. The TLI is a score that describes how far a student's performance is above or below the passing standard. The TLI, provided for the TAAS reading and mathematics tests at Grades 3 through 8 and at the exit level, was developed to allow students, parents, and schools the opportunity both to relate student performance to a passing standard and to compare student performance from year to year. Since the purpose of the TLI is to show year-to-year progress, the TLI is not used for reporting the results of those tests which are not administered in sequential grades, i.e., the writing test (administered only at Grades 4 and 8 and at the exit level), the science and social studies tests (administered only at Grade 8), and the end-of-course tests.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third grade reading and mathematics tests as it is for an eighth grader to pass the eighth grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 should be in line to succeed on the exit level test if current academic progress continues.

Average TLI: Spring 1994-Spring 1995-Spring 1996-Spring 1997
All Students Not In Special Education

1997 TLI scores show continuing improvement at every grade level in both mathematics and reading.

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a Texas Learning Index (TLI) of at least 70. The following charts present:

- four years of average TLI scores for each grade level, including the gain registered between the years 1994 and 1997 for both reading and mathematics
- a matched group comparison of average TLI scores from 1994 to 1997

The **grade level chart** indicates that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 1997 TLIs in **reading** ranged from 79.7 at Grade 3 to 83.8 at Grade 5. Grades 5 and 6 exhibited the greatest three-year gains, with increases of 5.0 and 4.8, respectively.

In **mathematics**, average TLI scores also increased at every grade level, with average 1997 TLIs ranging from 75.3 at Grade 10 to 80.6 at Grade 5. Since 1994, Grades 5 and 4 have exhibited the greatest gains, with increases of 9.6 and 8.5, respectively.

The **matched group chart** presents four years of average TLI scores for three sets of students. These matched groups of students tested in both reading and mathematics every year from 1994 through 1997. For example, the average TLI of students who tested in reading and mathematics at Grade 5 in 1994 is compared to the average TLI those same students achieved on the Grade 8 reading and mathematics tests in 1997.

The chart indicates that TLI scores in both reading and mathematics have been rising steadily for all of the matched groups. In **reading**, the largest three-year gain was posted by those students who tested at Grade 6 in 1997; their average TLI score of 85.0 at Grade 6 represented a gain of 5.5 points over their performance on the Grade 3 test in 1994.

The largest gain in **mathematics** was also recorded by those students who tested at Grade 6 in 1997; their average TLI score of 80.1 represented a gain of 8.4 points over their performance on the Grade 3 test in 1994. The students who tested at Grade 7 in 1997 also showed a notable gain, increasing their average TLI by 7.4 points over their performance on the Grade 4 test in 1994.

Texas Assessment of Academic Skills

AVERAGE TEXAS LEARNING INDEX:

- **Gain/Loss Comparison by Grade Level**
- **Matched Group Comparison**

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

GRADE-LEVEL COMPARISON OF AVERAGE TEXAS LEARNING INDEX

	Reading					Mathematics				
					Gain/Loss					Gain/Loss
	1994	1995	1996	1997	1994-1997	1994	1995	1996	1997	1994-1997
Grade 3	78.2	78.0	78.6	79.7	1.5	70.3	73.3	76.5	78.4	8.1
Grade 4	78.4	80.1	79.9	80.9	2.5	70.5	74.6	77.4	79.0	8.5
Grade 5	78.8	79.9	81.6	83.8	5.0	71.0	74.7	77.5	80.6	9.6
Grade 6	78.5	79.8	80.8	83.3	4.8	70.7	72.6	77.0	78.9	8.2
Grade 7	78.3	78.8	81.1	82.2	3.9	70.6	71.8	75.6	77.6	7.0
Grade 8	77.9	78.0	79.8	81.8	3.9	70.0	69.7	73.8	76.7	6.7
Grade 10	77.7	77.8	80.0	82.1	4.4	69.9	71.2	72.9	75.3	5.4

MATCHED GROUP TLI COMPARISON

	Reading					Mathematics				
					Gain/Loss					Gain/Loss
	1994	1995	1996	1997	1994-1997	1994	1995	1996	1997	1994-1997
Grade 3 to Grade 6	79.5	81.0	82.4	85.0	5.5	71.7	75.5	78.3	80.1	8.4
Grade 4 to Grade 7	79.5	81.0	82.5	84.0	4.5	71.7	75.9	78.4	79.1	7.4
Grade 5 to Grade 8	80.0	81.4	83.0	83.5	3.5	72.4	74.4	77.5	78.3	5.9

Note: All numbers have been rounded.

Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results by Ethnicity
Results for Economically Disadvantaged Population
All Students Not In Special Education
Grades 4, 8, and 10

Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

Texas minority students continue to make gains in closing the performance gap on TAAS.

GRADE 4

The comparison between 1994 and 1997 shows that the African-American, Hispanic, and economically disadvantaged groups have each made an impressive gain of 28 percentage points on the mathematics test.

Reading scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African-American students (69 percent meeting minimum expectations) and economically disadvantaged students (73 percent). Percent passing results for Hispanic students rose by 5 percentage points to 75 percent, while white students gained 4 points to reach 90 percent passing. The comparison between 1994 and 1997 shows that African-American students made the greatest gain, with an increase of 11 percentage points.

Mathematics scores continued their notable upward trend. Compared to 1996 levels, the percent passing rose by 5 percentage points for the African-American, Hispanic, and economically disadvantaged groups; the white group gained 4 points. Scores ranged from 65 percent meeting minimum expectations (African-American group) to 90 percent (white group). The comparison between 1994 and 1997 shows that the African-American, Hispanic, and economically disadvantaged groups have each made an impressive gain of 28 percentage points.

Writing scores rose by 1 percentage point over 1996 levels for the Hispanic (83 percent passing), economically disadvantaged (80 percent), and white groups (92 percent); African-American students held steady at 76 percent passing. Gains compared to 1994 results ranged from 1 percentage point for white students to 4 percentage points for the Hispanic group.

"All tests taken" results provide evidence of improvement across all groups. Scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African-American students (53 percent meeting minimum expectations) and Hispanic students (63 percent). Percent passing results for economically disadvantaged students rose by 5 percentage points to 59 percent, while white students gained 4 points to reach 81 percent passing. The comparison between 1994 and 1997 shows that African-American and Hispanic students made the greatest gains in this category, with each group showing an increase of 20 percentage points.

In the "all tests taken" category, African-American students exhibited the greatest three-year improvement of any group, with a notable 22-point gain. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains.

Reading scores in 1997 rose by 8 percentage points compared to the previous year's levels for both Hispanic students (73 percent meeting minimum expectations) and economically disadvantaged students (72 percent). Percent passing results for African-American students showed the greatest gain, rising 10 percentage points to 73 percent, while white students gained 3 points to reach 92 percent passing. The comparison between 1994 and 1997 indicates that the African-American students made the greatest gain, with an increase of 13 percentage points.

In **mathematics**, results showed double digit improvement for African-American students (a gain of 12 percentage points), Hispanic students (a gain of 10 points) and economically disadvantaged students (also a 10-point gain). Percent passing results for these three groups ranged from 58 percent for the African-American group to 64 percent for the Hispanic group. The white group gained 5 percentage points to reach 87 percent passing. Compared to 1994 levels, African-American students exhibited the greatest gain: an impressive 25 percentage points. Closely following were the economically disadvantaged group and the Hispanic group with 4-year gains of 24 and 23 points, respectively.

Writing scores rose for all groups, with both the Hispanic group (70 percent passing) and the economically disadvantaged group (69 percent passing) each gaining 6 percentage points compared to last year's levels. The African-American group also had 69 percent meeting minimum expectations, which represented a rise of 5 percentage points, and the white group rose 2 points to reach 89 percent passing. Gains compared to 1994 results ranged from 9 percentage points for white students to 17 percentage points for African-American students.

In the **"all tests taken"** category, which comprises the reading, mathematics, and writing tests, the 1997 results indicate notable gains in performance by all groups. African-American students, with 48 percent passing, had the greatest one-year gain: 11 percentage points. Both the Hispanic and the economically disadvantaged populations, at 52 percent and 50 percent respectively, saw 10-point increases in scores compared to last year's levels. At 80 percent meeting minimum expectations, the white group registered a 6-point gain. Compared to 1994 levels, African-American students, with a notable 22-point gain, exhibited the greatest improvement. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains. The white group registered a 15-point gain between 1994 and 1997.

GRADE 10 (Exit Level)

The comparison between 1994 and 1997 shows an impressive upward trend in performance on the mathematics test, with notable gains of 20 percentage points for the African-American group and 18 percentage points for the Hispanic group.

Reading performance improved for all groups, with both the African-American group (78 percent passing) and the economically disadvantaged group (74 percent passing) each gaining 7 percentage points compared to last year's levels. Hispanic students, at 75 percent meeting minimum expectations, exhibited a 6-point gain, while the white group rose 3 points to reach 94 percent passing. Three-year gains in reading ranged from 6 percentage points for the white students to 17 points for the African-American group.

Mathematics scores reflected gains across all groups. Compared to 1996 levels, the percent passing rose by 9 percentage points for the African-American group, 6 points for the white group, and 7 points for both the Hispanic and the economically disadvantaged groups. Scores ranged from 53 percent meeting minimum expectations (African-American group) to 84 percent (white group). The comparison between 1994 and 1997 shows an impressive upward trend, with the African-American group making a notable gain of 20 percentage points. The other groups also registered double-digit gains: 18 percentage points for the Hispanic students, 17 points for the economically disadvantaged students, and 14 points for the white students.

Writing scores improved as well, with the scores of African-American students rising into the eighties for the first time (82 percent meeting minimum expectations); this represented a gain of 6 points compared to 1996 levels. Hispanic students' scores rose 3 points to reach 79 percent passing, while the economically disadvantaged group gained 4 points to reach 78 percent passing. The white group, at 95 percent meeting minimum expectations, exhibited a 2-point gain. Three-year gains in writing ranged from 5 percentage points for the white students to 13 points for the African-American group.

Increases across all groups were evident in the **"all tests taken"** category. The percentage of African-American students meeting minimum expectations on all tests taken rose to 48 percent, a gain of 10 points compared to the previous year. Both the Hispanic group (52 percent passing) and the economically disadvantaged group (50 percent passing) registered 8-point gains, while the white group's scores rose 7 points to reach 81 percent passing. The comparison between 1994 and 1997 exhibits a notable increase in performance, with the African-American group making a gain of 19 percentage points. The other populations also registered double-digit gains: 17 percentage points for both the Hispanic and the economically disadvantaged groups and 14 points for the white students.

The following tables, presenting student group performance from 1994 to 1997 by subject-area test and "all tests taken" for Grades 4, 8, and 10 (exit level), display the statistics summarized in the preceding paragraphs.

Texas Assessment of Academic Skills

PERCENT MEETING MINIMUM EXPECTATIONS
COMPARISON OF RESULTS

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

AFRICAN-AMERICAN STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	58	63	63	69	6	11	37	49	60	65	5	28
Grade 8	60	59	63	73	10	13	33	32	46	58	12	25
Grade 10	61	60	71	78	7	17	33	36	44	53	9	20
	Writing						All Tests Taken					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	74	73	76	76	0	2	33	41	47	53	6	20
Grade 8*	52	60	64	69	5	17	26	27	37	48	11	22
Grade 10	69	78	76	82	6	13	29	32	38	48	10	19

ECONOMICALLY DISADVANTAGED STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	63	69	67	73	6	10	45	58	68	73	5	28
Grade 8	61	60	64	72	8	11	39	37	53	63	10	24
Grade 10	59	59	67	74	7	15	40	42	50	57	7	17
	Writing						All Tests Taken					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	77	77	79	80	1	3	40	49	54	59	5	19
Grade 8*	54	62	63	69	6	15	31	31	40	50	10	19
Grade 10	68	75	74	78	4	10	33	35	42	50	8	17

HISPANIC STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	66	72	70	75	5	9	48	61	71	76	5	28
Grade 8	63	62	65	73	8	10	41	38	54	64	10	23
Grade 10	62	62	69	75	6	13	41	43	52	59	7	18
	Writing						All Tests Taken					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	79	80	82	83	1	4	43	53	57	63	6	20
Grade 8*	57	63	64	70	6	13	33	32	42	52	10	19
Grade 10	70	76	76	79	3	9	35	37	44	52	8	17

WHITE STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	85	88	86	90	4	5	70	81	86	90	4	20
Grade 8	88	86	89	92	3	4	73	73	82	87	5	14
Grade 10	88	88	91	94	3	6	70	74	78	84	6	14
	Writing						All Tests Taken					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 4	91	90	91	92	1	1	66	75	77	81	4	15
Grade 8*	80	85	87	89	2	9	65	66	74	80	6	15
Grade 10	90	93	93	95	2	5	67	70	74	81	7	14

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* *Does not include results of the science and social studies tests.*

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Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
All Tests Taken
Results By Special Population
All Students Not In Special Education

Between 1994 and 1997, LEP and At-Risk students achieved double-digit gains in passing rates in the "all tests taken" category at almost every grade level.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school
(At-Risk).

The following charts present 1994, 1995, 1996, and 1997 "all tests taken"* results (percent meeting minimum expectations) by special population for all grade levels. The charts display results for the following groups:

- ☐ **Limited English Proficient (LEP)/Non-LEP populations**
- ☐ **At-Risk (of dropping out of school)/Not At-Risk populations**

The **LEP/Non-LEP** chart indicates that both groups at all grades continued making gains in performance. LEP students' 1997 scores in the "all tests taken" category ranged from 21 percent meeting minimum expectations at Grade 8 to 60 percent at Grade 3. Between 1994 and 1997, the passing rate of Grade 3 LEP students showed the greatest improvement, rising 25 percentage points.

As the **At Risk/Not At-Risk** chart shows, both of these groups also made gains in performance at all grades. Grade 10 At-Risk students exhibited the greatest 1996 to 1997 improvement, rising by 9 percentage points to 44 percent meeting minimum expectations. Between 1994 and 1997, the passing rate of Grade 3 At-Risk students registered the greatest gain, rising 23 percentage points.

** For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

Texas Assessment of Academic Skills

PERCENT MEETING MINIMUM EXPECTATIONS
RESULTS BY SPECIAL POPULATION

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

ALL TESTS TAKEN

	LEP Students						Non-LEP Students					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	35	48	55	60	5	25	59	68	71	75	4	16
Grade 4	32	41	46	49	3	17	56	65	68	73	5	17
Grade 5	27	35	45	50	5	23	60	68	74	81	7	21
Grade 6	21	22	27	37	10	16	58	63	72	79	7	21
Grade 7	16	16	24	32	8	16	58	61	69	77	8	19
Grade 8*	13	11	15	21	6	8	51	52	61	69	8	18
Grade 10	14	14	15	22	7	8	54	57	62	70	8	16

ALL TESTS TAKEN

	At-Risk Students						Not At-Risk Students					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	32	44	48	55	7	23	66	74	77	80	3	14
Grade 4	30	37	40	45	5	15	69	80	80	84	4	15
Grade 5	34	42	47	55	8	21	78	84	88	91	3	13
Grade 6	30	32	41	49	8	19	70	80	86	90	4	20
Grade 7	29	29	39	46	7	17	73	78	84	89	5	16
Grade 8*	25	20	27	33	6	8	72	72	78	84	6	12
Grade 10	25	31	35	44	9	19	69	72	74	81	7	12

* *Does not include results of the science and social studies tests.*

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Average TLI
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Ethnicity
All Students Not In Special Education

All groups and all grade levels showed improvement, with the African-American and Hispanic groups at Grade 5 exhibiting impressive gains in mathematics between 1994 and 1997: an 11.6 rise in average TLI for African-American students and an 11.3 rise for Hispanic students.

As the following chart indicates, average TLI scores in **reading** rose for all major ethnic groups in all grades. For the African-American group, average TLI scores in 1997 ranged from 74.1 at Grade 3 to 78.1 at Grade 10; the greatest three-year gain (6.7) was at Grade 10. For the Hispanic group, average TLI scores ranged from 75.8 at Grade 3 to 79.6 at Grade 5, with the greatest three-year gain (5.4) at Grade 5. The average TLI for white students ranged from 83.5 at Grade 3 to 88.2 at Grade 6; between 1994 and 1997, the greatest gain (4.8) was exhibited at Grade 5.

In **mathematics**, all grade levels and all groups participated in improvement. For the African-American group, average TLI scores in 1997 ranged from 68.7 at Grade 10 to 74.7 at Grade 5; the greatest improvement since 1994 was at Grade 5, with an 11.6 gain in average TLI. For the Hispanic group, average TLI scores ranged from 70.6 at Grade 10 to 78.5 at Grade 5, with the greatest three-year gain (11.3) at Grade 5. The average TLI for white students ranged from 79.7 at Grade 10 to 83.3 at Grade 5; the greatest improvement since 1994 (8.2) was exhibited at Grade 5.

Texas Assessment of Academic Skills

AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS RESULTS BY ETHNICITY

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

AFRICAN-AMERICAN STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	71.7	71.5	71.9	74.1	2.2	2.4	62.5	65.9	69.9	72.3	2.4	9.8
Grade 4	71.2	73.2	72.9	74.7	1.8	3.5	62.6	66.9	70.6	73.0	2.2	10.4
Grade 5	71.9	72.7	75.0	77.9	2.9	6.0	63.1	66.6	70.1	74.7	4.6	11.6
Grade 6	71.8	73.7	74.9	77.7	2.8	5.9	62.8	65.0	71.0	73.0	2.0	10.2
Grade 7	71.2	72.4	75.6	77.2	1.6	6.0	62.6	63.0	68.2	71.6	3.4	9.0
Grade 8	70.8	71.4	73.3	76.7	3.4	5.9	61.7	61.5	66.3	70.4	4.1	8.7
Grade 10	71.4	71.1	75.1	78.1	3.0	6.7	61.7	63.0	65.6	68.7	3.1	7.0

HISPANIC STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	74.0	73.8	74.7	75.8	1.1	1.8	66.3	69.7	73.5	75.9	2.4	9.6
Grade 4	74.3	76.5	75.8	77.1	1.3	2.8	67.0	71.3	74.7	76.8	2.1	9.8
Grade 5	74.2	75.5	77.3	79.6	2.3	5.4	67.2	71.4	75.0	78.5	3.5	11.3
Grade 6	73.3	75.3	75.4	78.3	2.9	5.0	66.2	68.0	73.3	75.7	2.4	9.5
Grade 7	72.8	73.5	76.2	77.3	1.1	4.5	65.5	66.3	71.0	74.0	3.0	8.5
Grade 8	72.1	72.5	74.1	76.7	2.6	4.6	64.4	63.9	69.1	72.6	3.5	8.2
Grade 10	71.7	71.9	74.3	76.8	2.5	5.1	64.6	65.5	68.4	70.6	2.2	6.0

WHITE STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	82.2	82.0	82.7	83.5	0.8	1.3	74.5	77.3	80.1	81.5	1.4	7.0
Grade 4	82.6	83.9	84.1	84.9	0.8	1.3	74.4	78.3	80.6	81.9	1.3	7.5
Grade 5	83.2	84.3	85.8	88.0	2.2	4.8	75.1	78.6	80.8	83.3	2.5	8.2
Grade 6	83.5	84.2	85.8	88.2	2.4	4.7	75.3	77.5	80.8	82.5	1.7	7.2
Grade 7	83.4	83.8	85.8	86.8	1.0	3.4	75.6	77.5	80.4	81.5	1.1	5.9
Grade 8	83.1	83.0	85.2	86.5	1.3	3.4	75.3	75.3	78.7	81.0	2.3	5.7
Grade 10	82.9	82.9	84.6	86.5	1.9	3.6	74.7	76.3	77.3	79.7	2.4	5.0

Average TLI
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Economic Groups
All Students Not In Special Education

The economically disadvantaged population continued its upward trend in performance, with the average TLI in mathematics now in the seventies at all grade levels.

As the following chart indicates, average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grades. Average TLI scores in 1997 for this group ranged from 75.1 at Grade 3 to 78.9 at Grade 5, with one-year gains ranging from 1.3 at Grade 7 to 2.9 at Grade 6. The average TLI of students not identified as economically disadvantaged also showed improvement, ranging from 83.8 at Grade 3 to 88.1 at Grade 5; one-year gains ranged from 0.7 at Grade 4 to 2.3 at Grade 6. Economically disadvantaged students at Grade 5 posted the greatest three-year gain, with a rise in average TLI of 5.6.

In **mathematics**, both economic groups registered improvement at every grade level. For the first time, average TLI scores in mathematics rose into the seventies at all grade levels of economically disadvantaged students. Average TLI scores in 1997 for this group ranged from 70.1 at Grade 10 to 77.4 at Grade 5, with one-year gains ranging from 2.2 at Grade 4 to 3.8 at Grade 5. The average TLI of students not identified as economically disadvantaged ranged from 77.6 at Grade 10 to 83.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 4 to 2.6 at Grades 5 and 8. Between 1994 and 1997, the Grade 5 students identified as economically disadvantaged registered the greatest gain, with a rise in average TLI of 11.4.

Texas Assessment of Academic Skills

AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS RESULTS BY ECONOMIC GROUP

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

ECONOMICALLY DISADVANTAGED STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	**1995**	**1996**	**1997**	**96-97**	**94-97**	**1994**	**1995**	**1996**	**1997**	**96-97**	**94-97**
Grade 3	73.2	72.9	73.7	75.1	1.4	1.9	65.4	68.8	72.4	74.9	2.5	9.5
Grade 4	73.3	75.4	74.7	76.1	1.4	2.8	65.8	70.1	73.5	75.7	2.2	9.9
Grade 5	73.3	74.5	76.3	78.9	2.6	5.6	66.0	70.1	73.6	77.4	3.8	11.4
Grade 6	72.7	74.7	75.0	77.9	2.9	5.2	65.3	67.4	72.8	75.1	2.3	9.8
Grade 7	72.1	73.0	75.7	77.0	1.3	4.9	64.6	65.7	70.4	73.5	3.1	8.9
Grade 8	71.3	71.8	73.6	76.2	2.6	4.9	63.7	63.5	68.5	72.1	3.6	8.4
Grade 10	70.5	70.9	73.3	76.0	2.7	5.5	64.0	65.0	67.7	70.1	2.4	6.1

Not ECONOMICALLY DISADVANTAGED STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	**1995**	**1996**	**1997**	**96-97**	**94-97**	**1994**	**1995**	**1996**	**1997**	**96-97**	**94-97**
Grade 3	82.2	82.2	82.9	83.8	0.9	1.6	74.3	77.1	80.1	81.6	1.5	7.3
Grade 4	82.5	84.0	84.3	85.0	0.7	2.5	74.3	78.2	80.7	81.9	1.2	7.6
Grade 5	83.0	84.3	85.9	88.1	2.2	5.1	74.8	78.4	80.7	83.3	2.6	8.5
Grade 6	82.7	83.6	85.4	87.7	2.3	5.0	74.5	76.5	80.4	82.0	1.6	7.5
Grade 7	82.1	82.6	84.9	86.0	1.1	3.9	74.2	75.9	79.3	80.7	1.4	6.5
Grade 8	81.5	81.5	83.7	85.4	1.7	3.9	73.4	73.3	77.2	79.8	2.6	6.4
Grade 10	80.5	80.5	82.7	84.8	2.1	4.3	72.1	73.7	75.2	77.6	2.4	5.5

Average TLI:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Special Population
All Students Not In Special Education

Between 1994 and 1997, LEP students achieved double-digit gains in average TLI in mathematics at Grades 3, 4, and 5.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school
(At-Risk). Charts presenting results for these populations follow the summary below.

In **reading**, LEP students achieved gains in average TLI scores in 1997 at all grades; the largest gain compared to 1996 was registered at Grade 10, with an increase of 4.4. The largest three-year gain was an increase of 5.9 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 63.1 at Grade 10 to 73.0 at Grade 3. The average TLI scores of non-LEP students ranged from 80.3 at Grade 3 to 84.7 at Grade 5, with the greatest three-year gain (5.2) posted at Grades 5 and 6.

Increases in average TLI scores for **mathematics** were registered by LEP students in all grades, with greatest 1996-1997 gain (4.2) registered at Grade 7. The largest three-year gain was an increase of 12.6 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 62.9 at Grade 10 to 75.5 at Grade 3. The average TLI scores of non-LEP students ranged from 76.2 at Grade 10 to 81.0 at Grade 5, with the greatest three-year gain (9.5) at Grade 5.

In comparing 1996 and 1997 TLI averages of At-Risk students in **reading**, gains were recorded at all grade levels except Grade 7. Grade 10 achieved the largest gain compared to 1996, with an increase of 2.5. The largest gain between 1994 and 1997 was an increase of 6.1, also at Grade 10. Average TLI scores for the At-Risk students in 1997 ranged from 71.4 at Grade 4 to 75.6 at Grade 10. The average TLI scores of Not At-Risk students ranged from 82.2 at Grade 3 to 88.8 at Grade 5, with the greatest three-year gain (5.0) posted at Grade 6.

In **mathematics**, gains in average TLI scores for At-Risk students continued their upward trend at all grade levels, with the greatest 1996-1997 gain (4.0) registered at Grade 5. The largest three-year gain was an increase of 11.0 at Grade 3. Average TLI scores for At-Risk students in 1997 ranged from 67.3 at Grade 8 to 74.0 at Grade 5. The average TLI scores of Not At-Risk students ranged from 79.7 at Grade 10 to 84.2 at Grade 5, with the greatest three-year gain (7.9) at Grade 6.

Texas Assessment of Academic Skills

AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS RESULTS BY SPECIAL POPULATION

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

LEP STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	68.7	69.8	71.9	73.0	1.1	4.3	63.5	67.9	72.4	75.5	3.1	12.0
Grade 4	68.2	71.0	70.5	71.3	0.8	3.1	62.6	67.6	72.1	74.1	2.0	11.5
Grade 5	65.4	66.9	69.0	71.3	2.3	5.9	61.6	65.7	70.5	74.2	3.7	12.6
Grade 6	63.7	66.8	64.7	67.4	2.7	3.7	59.6	60.2	66.2	68.5	2.3	8.9
Grade 7	61.4	61.5	64.8	65.1	0.3	3.7	57.3	57.5	62.5	66.7	4.2	9.4
Grade 8	60.6	61.3	61.8	65.2	3.4	4.6	56.5	56.1	60.5	64.5	4.0	8.0
Grade 10	58.3	58.7	58.7	63.1	4.4	4.8	58.0	58.5	60.0	62.9	2.9	4.9

Non-LEP STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	78.8	78.5	79.1	80.3	1.2	1.5	70.8	73.7	76.8	78.7	1.9	7.9
Grade 4	79.0	80.6	80.4	81.6	1.2	2.6	71.0	75.0	77.7	79.4	1.7	8.4
Grade 5	79.5	80.6	82.2	84.7	2.5	5.2	71.5	75.2	77.9	81.0	3.1	9.5
Grade 6	79.4	80.6	81.9	84.6	2.7	5.2	71.3	73.4	77.7	79.7	2.0	8.4
Grade 7	79.2	79.8	82.1	83.4	1.3	4.2	71.3	72.6	76.4	78.4	2.0	7.1
Grade 8	78.8	78.8	80.8	82.8	2.0	4.0	70.7	70.4	74.6	77.5	2.9	6.8
Grade 10	79.0	79.0	81.2	83.4	2.2	4.4	70.7	72.0	73.7	76.2	2.5	5.5

AT-RISK STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	69.7	69.7	70.5	72.1	1.6	2.4	62.0	66.2	69.5	73.0	3.5	11.0
Grade 4	70.3	72.4	70.2	71.4	1.2	1.1	62.8	66.8	69.8	72.0	2.2	9.2
Grade 5	71.3	71.7	72.5	74.8	2.3	3.5	63.6	67.2	70.0	74.0	4.0	10.4
Grade 6	69.8	72.4	71.9	73.7	1.8	3.9	62.5	64.5	69.4	71.1	1.7	8.6
Grade 7	70.1	70.4	73.0	72.5	-0.5	2.4	62.0	62.5	66.8	69.2	2.4	7.2
Grade 8	70.7	69.3	70.6	72.6	2.0	1.9	62.5	60.5	64.6	67.3	2.7	4.8
Grade 10	69.5	71.1	73.1	75.6	2.5	6.1	61.8	63.9	65.6	67.9	2.3	6.1

Not AT-RISK STUDENTS

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	81.0	80.6	81.2	82.2	1.0	1.2	73.0	75.6	78.8	80.2	1.4	5.8
Grade 4	83.5	85.0	84.7	85.5	0.8	2.0	75.2	79.6	81.1	82.4	1.3	7.2
Grade 5	85.2	85.8	87.0	88.8	1.8	3.6	77.2	80.2	82.0	84.2	2.2	7.0
Grade 6	83.2	84.9	86.1	88.2	2.1	5.0	75.0	78.3	81.6	82.9	1.3	7.9
Grade 7	83.7	84.2	86.0	87.0	1.0	3.3	76.3	77.9	80.9	81.9	1.0	5.6
Grade 8	84.5	84.3	85.6	86.8	1.2	2.3	77.0	76.5	79.7	81.9	2.2	4.9
Grade 10	83.1	82.8	83.9	85.9	2.0	2.8	75.3	76.9	77.2	79.7	2.5	4.4

TEXAS ASSESSMENT OF ACADEMIC SKILLS
GRADE 8 SCIENCE and SOCIAL STUDIES TESTS

Percent Meeting Minimum Expectations:
Spring 1996-Spring 1997
All Students Not In Special Education

Passing rates in Science rose substantially for all populations, while Social Studies performance fell slightly from 1996 levels.

The TAAS Science and Social Studies tests are administered to Grade 8 students only. The following presents an overview of passing rates for the years 1996 and 1997.

SCIENCE

Results of the spring 1997 administration show that 84 percent of all students tested performed successfully, up from 77 percent the previous year. Gains in percent passing were exhibited by all ethnic groups, special population groups, and economic groups. The greatest gains were reflected in the performance of LEP students, whose results rose 16 points to 49 percent passing. Hispanic students, whose results rose 11 points, achieved a passing rate of 75 percent. The African-American, At-Risk, and Economically Disadvantaged groups also made double-digit gains.

SOCIAL STUDIES

In the spring 1997 administration, 67 percent of all students tested performed successfully; this passing rate was down 2 percentage points from 1996 levels. All ethnic groups, special population groups, and economic groups posted losses ranging from 1 percentage point (white students) to 7 percentage points (At-Risk students).

The following chart presents the 1996-1997 comparison of Science and Social Studies test results for all students not in special education.

Texas Assessment of Academic Skills

GRADE 8 SCIENCE AND SOCIAL STUDIES TESTS
PERCENT MEETING MINIMUM EXPECTATIONS

Spring 1996 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

	SCIENCE			SOCIAL STUDIES		
STUDENT POPULATION	**1996**	**1997**	**Gain/Loss**	**1996**	**1997**	**Gain/Loss**
All Students	77	84	7	69	67	-2
African-American	59	69	10	51	49	-2
Hispanic	64	75	11	54	51	-3
White	90	94	4	83	82	-1
LEP	33	49	16	25	21	-4
Non-LEP	80	86	6	72	69	-3
At-Risk	56	66	10	44	37	-7
Not At-Risk	90	94	4	85	83	-2
Economically Disadvantaged	63	73	10	53	49	-4
Not Economically Disadvantaged	86	91	5	80	78	-2

INTENSIVE INSTRUCTION

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

In the 1997-1998 school year, as the following table indicates, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 21 percent and 35 percent of the students tested at each grade level in Grades 3 through 8. At Grade 10, 34 percent of the students tested in spring 1997 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

Texas Assessment of Academic Skills

NUMBER AND PERCENT OF STUDENTS REQUIRING INTENSIVE INSTRUCTION COMPARISON OF RESULTS BY NUMBER OF TESTS FAILED

Spring 1997

All Students Not In Special Education (includes results of year-round education students)

	ONE TEST ONLY		TWO TEST ONLY		ALL THREE TESTS		TOTAL	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Grade 3	34,075	15	24,826	11	—	—	58,901	26
Grade 4	34,295	15	19,010	8	12,469	5	65,774	28
Grade 5	30,213	13	19,472	8	—	—	49,685	21
Grade 6	33,094	14	25,639	10	—	—	58,733	24
Grade 7	35,941	15	26,718	11	—	—	62,659	26
Grade 8*	40,932	17	24,522	10	18,522	8	83,976	35
Grade 10	40,275	19	18,471	9	12,650	6	71,396	34

** Does not include results of the science and social studies tests.*

RETESTING OPPORTUNITIES

As a result of the additional testing opportunity provided for seniors in late April/early May, an additional 3,547 students were able to satisfy the TAAS diploma requirement prior to spring 1997 graduation ceremonies.

All students not meeting minimum expectations on their first attempt to pass the exit level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit level TAAS are provided during every academic semester, including the summer. During all but the late April/early May administration, out-of-school examinees are also given the opportunity to retest.

The late April/early May TAAS administration was introduced in 1994 for twelfth graders who were scheduled to graduate in the spring but who had not yet met minimum expectations on the exit level assessment. This administration in late spring provides seniors an additional opportunity to retest immediately prior to graduation ceremonies.

EXIT LEVEL MIGRANT STUDENT PROGRAM

Since the summer of 1992, the Student Assessment Division, in cooperation with the Texas Migrant Interstate Program (TMIP) located in Pharr, Texas, has administered the TAAS exit level tests to Texas migrant students who are out of the state during the times the TAAS is scheduled to be administered.

In the summer of 1997, 217 students were tested at 61 sites in 17 states. Of the 118 students who took the exit level **reading** test, 24 students, or 20 percent, met minimum expectations; 20 out of 149 students (13 percent) met minimum expectations on the **mathematics** test. Of the 91 students who took the **writing** test, 17 students (19 percent) met minimum expectations. Seventeen percent of the total number of students assessed met minimum expectations on all tests taken.

END-OF-COURSE EXAMINATIONS

Percent Passing:
Spring 1996-Spring 1997
All Students Not In Special Education

Passing rates in Biology I rose for all but one population, while Algebra I performance improved for all populations.

End-of-course examinations are administered at the end of the last semester of the appropriate course. In addition to providing requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas, school districts may use the end-of-course tests for local purposes. The State Board of Education has set the passing standard for the both the Biology I and the Algebra I end-of-course examinations at an equivalent of 70 percent of the items correct, which is represented by a scale score of 1500.

BIOLOGY I

Results of the spring 1997 administration showed that 78 percent of the students tested performed successfully, up from 76 percent the previous year. With the exception of LEP students, whose results were down by 5 percentage points, gains of 1 or 2 points in percent passing were exhibited by all ethnic groups, special population groups, and economic groups.

ALGEBRA I

Although still significantly lower than Biology I's passing rates, Algebra I's rates posted substantial gains across all ethnic groups, special population groups, and economic groups. Results show that 35 percent of the students tested passed, up from 28 percent in 1996. The Hispanic group gained 6 percentage points. Gains ranged from 1 percentage point for LEP students to 8 points for three groups: white, Non-LEP, and Not At-Risk.

The following chart presents the 1996-1997 Biology I and Algebra I end-of-course test results for all students not in special education.

End-of-Course Examinations

PERCENT PASSING END-OF-COURSE EXAMINATIONS AND GAIN/LOSS

Spring 1996 — Spring 1997

All Students Not In Special Education

	BIOLOGY I			ALGEBRA I		
STUDENT POPULATION	**1996**	**1997**	**Gain/Loss**	**1996**	**1997**	**Gain/Loss**
All Students	76	78	2	28	35	7
African-American	59	60	1	11	15	4
Hispanic	61	62	1	14	20	6
White	90	91	1	40	48	8
LEP	33	28	-5	9	10	1
Non-LEP	79	81	2	29	37	8
At-Risk	58	59	1	7	11	4
Not At-Risk	87	88	1	40	48	8
Economically Disadvantaged	59	60	1	14	19	5
Not Economically Disadvantaged	83	85	2	35	42	7

SECTION II

Assessment Program Overview

BACKGROUND

The Texas Assessment of Academic Skills (TAAS) testing program, implemented in the 1990-1991 school year, measures academic skills in writing, reading, mathematics, and, at Grade 8, science and social studies. This testing program emphasizes the assessment of students' higher-order thinking and problem-solving skills. Its predecessors, the Texas Assessment of Basic Skills (TABS) program, begun in 1980, followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985, measured minimum basic competencies in writing, reading, and mathematics. TAAS extends and expands the previous statewide testing programs to address the academic requirements of the 1990s and beyond.

TAAS, like its predecessors, is a criterion-referenced testing program that links test items to specific learning objectives. The TAAS objectives and instructional targets are drawn from the essential elements delineated in the *State Board of Education Rules for Curriculum*. Each subject-area test measures a certain number of broad objectives that are consistent from grade to grade. However, the instructional targets that comprise each objective differ from grade to grade. A portion of these instructional targets is selected for assessment annually, but the specific targets tested may vary from year to year, and not every instructional target is tested every year. The objectives and instructional targets for the TAAS tests are outlined in the *TAAS Objectives and Measurement Specifications* booklets that are provided for each grade and subject area tested.

The TAAS tests measure the instructional targets that should have been mastered prior to the time of testing. In spring 1997, students at Grades 3 through 8 and at exit level were assessed in reading and mathematics, students at Grades 4, 8, and at exit level were assessed in writing, and students at Grade 8 were assessed in science and social studies. In addition, Spanish versions of the Grade 3 and Grade 4 reading and mathematics tests were administered in 1997, and Spanish versions of the Grade 4 writing test and the Grade 5 and Grade 6 reading and mathematics tests were benchmarked. End-of-course tests were administered in Algebra I and Biology I, while the English II and U.S. History end-of-course tests were field-tested.

The TAAS reading, mathematics, science, and social studies tests consist entirely of machine-scorable items, most of which are multiple choice. The TAAS writing test consists of two parts: a multiple-choice section and a section requiring students to write a composition. Students' written compositions are scored on a scale of 1 (low) to 4 (high). A composition may also receive a rating of 0, indicating that the response could not be scored.

Texas public high school students who have not received a special education exemption must pass all subject area tests of the exit level TAAS (in addition to having successfully completed all required courses) in order to be eligible to receive a Texas high school diploma. Currently students begin taking the exit level TAAS test in spring of their sophomore year. Section 39.023(b) of the Texas Education Code states: "Each student who did not perform satisfactorily on any secondary exit-level assessment instrument when initially tested shall be given multiple opportunities to retake that assessment instrument." Students who begin testing as sophomores have up to eight opportunities to take the exit level TAAS before the end of their senior year. In addition, an individual who has fulfilled all graduation requirements except for meeting minimum expectations on the exit level TAAS may retake the section(s) not passed each time the test is administered.

PERFORMANCE STANDARDS

In July 1990 the State Board of Education adopted a minimum expectations level (passing standard) equivalent to approximately 70 percent of the items correct on each subject-area test, with a one-year phase-in to that standard. The board also required that students score at least a 2 on the written composition in order to meet minimum expectations on the writing test. An explanation of the measurement of TAAS writing skills can be found in the *Texas Student Assessment Program Technical Digest.*

A scale score of 1500 for each subject area test was established to correspond to the minimum expectations level. The 1991-1992 TAAS results were the first to be reported in terms of the 70 percent standard. The spring 1994 results were the first to reflect the shift from the 1500 scale-score standard in reading and mathematics to the Texas Learning Index (TLI), which is a scale that has been developed to gauge student progress within a subject area across grades. Two additional scores, the Texas Percentile Rank (Texas PR) and the Normal Curve Equivalent (NCE), were first provided to districts in 1994. Further information on the TLI, the Texas PR, and the NCE can be found in Appendix B as well as in the *Texas Student Assessment Program Technical Digest.*

There are two levels of achievement beyond meeting minimum expectations: "Mastered All Objectives" and "Academic Recognition." In order to master a TAAS objective, a student must have answered correctly a specified number of test items. For the writing test, a student must also have scored a 3 or 4 on the written composition. The TAAS performance standards for the 1996-1997 academic year can be found in the *Texas Student Assessment Program Technical Digest.*

Academic Recognition is used to identify a high level of achievement on a TAAS test and is awarded to students who correctly answer 95% or more of the items on a particular subject-area test. To achieve Academic Recognition on the TAAS writing test, a student must correctly answer 95% or more of the multiple-choice items and receive a score of 4 on the written composition. Exit level students are eligible to receive Academic Recognition only if they are testing for the first time in a subject area. Academic Recognition information is reported only for the individual student and, therefore, does not appear on any summary report.

A comprehensive explanation of the TAAS program can be found in the *Texas Student Assessment Program Technical Digest.*

BENCHMARKING

Spring 1997 was designated as a benchmark year for the Grade 4 Spanish writing test and the Grade 5 and Grade 6 Spanish reading and mathematics tests. This means that a passing standard had not yet been established for these particular tests. A benchmark administration allows educators the opportunity to gather objective-level data, which are useful in instructional planning. Student performance data generated from a benchmark administration are reviewed by the State Board of Education as it establishes the passing standard for future administrations. Details on the TAAS tests benchmarked in spring 1997 can be found in Section IV.

TEST SECURITY

The TAAS and the end-of-course examinations are secure testing programs as established by Chapter 39 of the Texas Education Code. Each person with access to test materials has the responsibility to maintain and preserve the security and confidential integrity of the tests in order to ensure a fair and standardized test administration. Test security involves the ability to account for all secure materials before, during, and after test administration. Confidential integrity involves ensuring that secure examination materials are not duplicated and that the contents of any portion of a secure test are not disclosed. Any irregularities in test security or confidential integrity may result in the invalidation of student results.

REPORT FORMAT

Student Performance Results 1996-1997 presents TAAS results categorized by grade level. Each grade-level section contains:

- a narrative summary of performance, highlighting information found in the **Summary Reports**;
- a selection of test items and the performance data associated with those items;
- statewide **Summary Reports** (Test Performance and Group Performance) for all students not in special education;
- a statewide **Demographic Performance Summary Report**;
- a statewide **Written Composition Analytic Information Summary Report** (Grades 4, 8, and exit level only).

TAAS data included in each grade-level section represent the performance of all students not in special education, including those students who attend year-round education schools. Data from the spring 1997 administration for students in special education can be found in Appendix C.

Each statewide **TAAS Summary Report** is divided into two sections: Test Performance and Group Performance. The Test Performance section presents objective-level mastery data, the number and percent of students meeting minimum expectations and mastering all objectives in each subject area, and average TLI scores in reading and mathematics. For writing, the average scale score is included, as well as the number and percent of students receiving each written-composition score. The Group Performance section displays performance results by various demographic and program participation categories.

The statewide **TAAS Demographic Performance Summary** provides detailed results by objective within each subject area for each demographic and program participation category.

The statewide **Written Composition Analytic Information Summary Report** is provided for those levels at which writing is assessed: Grade 4, Grade 8, and exit level. Written compositions not meeting minimum expectations (i.e., compositions receiving either a rating of 0, indicating that the response was nonscorable, or a score of 1) were read by a separate team of readers in an additional scoring process called "analytic scoring." Analytic scoring provides detailed information to districts as to why a response was unsuccessful. In the analytic scoring process, categories that identify specific types of deficiencies and weaknesses are assigned to each response. This summary report lists those categories and indicates the number of student responses that have been assigned each analytic categorization.

The statewide **End-of-Course Examination Summary Reports** can be found in Section V. Like the TAAS Summary Reports, these reports are divided into two sections: Test Performance and Group Performance. The Test Performance section presents the number and percent of students passing the test, the average scale score, objective-level mastery data, and the number and percent of students mastering all objectives. The Group Performance section displays performance results by various demographic and program participation categories.

The statewide **End-of-Course Examination Demographic Performance Summary** provides detailed performance results by objective for each demographic and program participation category.

Regional Performance Summaries, found in Section VI, present performance data by regions of the state for each grade level and subject area on TAAS and for each end-of-course examination.

SECTION III

TAAS Results by Grade Level
Spring 1997

EXIT LEVEL TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 216,166 Grade 10 students not in special education who tested, 67 percent met minimum expectations on all tests taken, and 18 percent mastered all objectives on all tests taken. By subject area, the percentages of students meeting minimum expectations were as follows: 86 percent in reading, 88 percent in writing, and 72 percent in mathematics.

The table below provides the number of Grade 10 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score or Texas Learning Index (TLI) score. The standard for meeting minimum expectations at exit level is represented by a scale score of 1500 in writing and a TLI score of X-70 in reading and mathematics.

Grade 10 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale/TLI Score
Reading	210,095	86%	49%	X-82.1
Writing	209,444	88%	45%	1719
Mathematics	212,761	72%	28%	X-75.3

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of tenth graders tested who achieved Academic Recognition.

Grade 10 Academic Recognition by Subject Area
Spring 1997

Reading	18.0%
Writing	7.6%
Mathematics	17.15%

SUBJECT AREA PERFORMANCE: READING

Eighty-six percent of the Grade 10 students tested met minimum expectations on the reading test, and 49 percent mastered all objectives. The percentage of students mastering each objective ranged from 70 to 87 percent. Grade 10 students achieved the highest level of mastery on Objectives 1 and 2, which assess, respectively, the ability to identify word meaning and the ability to identify supporting ideas.

The following table presents the percentage of Grade 10 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 10 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	87%
Objective 2:	Supporting Ideas	87%
Objective 3:	Summarization	78%
Objective 4:	Relationships and Outcomes	82%
Objective 5:	Inferences and Generalizations	73%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	70%

SUBJECT AREA PERFORMANCE: WRITING

Eighty-eight percent of the Grade 10 students met minimum expectations, and 45 percent mastered all objectives. The objective-level mastery ranged from 67 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 91 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

> Ninety-five percent of Grade 10 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. Grade 10 students were required to write a persuasive essay in which they formulated a position on a particular issue and presented convincing reasons in support of that position. Ninety-five percent of the students tested in spring 1997 met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Sixty-seven percent of the students achieved mastery by earning a score of 3 or 4. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Exit Level Scoring Guide for Persuasive Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

Grade 10 Student Performance on Written Composition
Spring 1997

Score	Number Achieving Score	Percent Achieving Score
1	8,443	4%
2	59,391	28%
3	107,536	51%
4	33,305	16%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 769 of the Grade 10 compositions received a rating of 0 (nonscorable). The majority of these students (429) did not attempt the writing task.

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 8,443 compositions receiving a score of 1, most (8,280) lacked sufficient support and elaboration to be considered minimally successful. Responses lacking sufficient control of the English language totaled 1,786, and 1,592 responses were identified as lacking organization and structure. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 10 students achieved the highest mastery rate (91 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Sixty-nine percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 68 percent of the students achieved mastery.

Grade 10 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997

Objective 5:	Sentence Construction	69%
Objective 6:	English Usage	91%
Objective 7:	Use of Spelling, Capitalization, and Punctuation	68%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-two percent of the tenth graders tested met minimum expectations in mathematics, and 28 percent mastered all objectives. Mastery rates ranged from 57 percent (Objective 8: Use of Multiplication to Solve Problems) to 82 percent (Objective 3: Geometric Properties and Relationships).

Grade 10 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts

Objective 1:	Number Concepts	72%
Objective 2:	Algebraic/Mathematical Relations and Functions	73%
Objective 3:	Geometric Properties and Relationships	82%
Objective 4:	Measurement Concepts	71%
Objective 5:	Probability and Statistics	80%

Domain: Operations

Objective 6:	Use of Addition to Solve Problems	80%
Objective 7:	Use of Subtraction to Solve Problems	75%
Objective 8:	Use of Multiplication to Solve Problems	57%
Objective 9:	Use of Division to Solve Problems	73%

Domain: Problem Solving

Objective 10:	Problem Solving Using Estimation	75%
Objective 11:	Problem Solving Using Solution Strategies	61%
Objective 12:	Problem Solving Using Mathematical Representation	71%
Objective 13:	Evaluation of the Reasonableness of a Solution	75%

GRADE 10 TAAS ITEMS

Because the TAAS tests administered in the 1996-1997 school year have been released, a number of items from the spring 1997 tests are included in this report, as well as detailed information on how students responded to these items. This information on student responses is called an "item analysis." Item analysis data, indicating the percentage of students statewide who selected each option, are noted next to the answer choices presented in this report. For example, if "8%" appears next to answer choice B, this indicates that 8% of the students statewide selected that answer choice on the actual test administered in spring 1997. Item analyses are provided at the district and campus levels, enabling educators to have very specific information on TAAS performance as they evaluate their programs. In addition, item analysis reports for individual students are available to districts at a minimal cost.

The following items were selected from the spring 1997 TAAS exit level reading, writing, and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the February 1997 administration of the exit level TAAS to students not in special education. **Written composition analytic information summary reports** are also included. The reports for the February administration are separated by grade level (Grades 10, 11, and 12).

George M. White: The Architect of the Capitol

The President of the United States is responsible for the nation, but there's somebody in Washington who, at times, is even busier than the President. The position of Architect of the Capitol has existed since construction of the Capitol building began in 1793. At first that position's main responsibility was the supervision of major projects contributing to the building's construction. Later the Architect of the Capitol became responsible for keeping the completed Capitol building heated, cooled, and cleaned, for tending the grounds, and for maintaining the works of art that the building houses.

The responsibilities of the Architect of the Capitol now include maintenance of the buildings for the Senate and House of Representatives, the Library of Congress, the United States Supreme Court, the United States Botanic Gardens, the House and Senate restaurants, and a full-scale power plant. These responsibilities cover more than 200 acres of grounds and 12 million square feet of interior space. The diversity of the Architect's duties is enormous and ranges from having locks changed to supervising major construction projects.

Qualifications

The President of the United States appoints the Architect of the Capitol. There is no requirement that holders of the office possess credentials as professional architects. They have been eminently qualified, nevertheless, and George M. White is a good example.

Appointed in 1971 by President Richard Nixon, White has served both Democrats and Republicans. Not only is he a licensed architect, but he also holds several degrees. White holds a bachelor's and a master's degree in electrical engineering from the Massachusetts Institute of Technology, a master's degree in business administration from Harvard, and a law degree from Case-Western Reserve University. For a while, following World War II, he practiced engineering in his family's construction business. He developed an interest in architecture, and following a period of self-study, he passed the Ohio architectural licensing examination.

Accomplishments

During George White's tenure as Architect of the Capitol, that office has become known for its commitment to historical preservation. For example, to prepare for the nation's 200th anniversary in 1976, White's office made improvements to the Capitol Rotunda, a part of the building that had not been renovated in over 70 years. White supervised the restoration of the Statuary Hall in the Capitol to the way it appeared in 1822, when it served as the chamber for the House of Representatives. Other buildings benefiting from White's commitment to history include a Senate chamber used in the mid-nineteenth century and the 1859 Supreme Court chamber, which had been used as a storeroom for years.

George White has been as concerned with the future as he has been with the past. In 1981 he submitted to Congress a 100-page master plan outlining options for the expansion and improvement of the Capitol over the next 50 to 75 years. Many of these ideas have already been adopted. More recently, White has supported the expansion of computerized information sources for both senators and representatives. White also recognized that the number of women in the Senate was growing and supervised the installation of a rest room for female legislators adjacent to the Senate chamber.

Recognition

The impressive contributions of George White have not gone unnoticed. In 1992 the American Institute of Architects presented him with the first Thomas Jefferson Award for Public Architecture, which he shared with Senator Daniel Patrick Moynihan of New York. The Senator was selected because of his own contributions to the field of public architecture, and it is fitting that he and George White shared the honor. In 1971 when the office of Architect of the Capitol became vacant, it was Moynihan, then an advisor to President Nixon, who recommended White's appointment.

George White and his forerunners have performed the duties of Capitol Architect for over 200 years. It is remarkable that in that period only nine individuals have held the office. Although their length of time in office has varied from one year to more than three decades, these individuals have had one thing in common: responsibility for doing whatever it takes to maintain the Capitol and its surroundings on a daily basis.

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EXIT LEVEL READING ITEMS

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

26 The passage shows how the author feels about George White by —

88% **F*** referring to White's contributions as "impressive"

6% **G** noting that White is an architect although it is not required by his job

2% **H** including restaurants in White's list of responsibilities

3% **J** showing that White's sponsor is now a United States senator

Objective 3: The student will summarize a variety of written texts.

27 What is the main idea of the first two paragraphs of the passage?

2% **A** There are over 200 acres of grounds for the Capitol Architect to care for.

12% **B** The President may not be the busiest person in Washington.

82% **C*** The Capitol Architect has a wide range of responsibilities.

4% **D** The job of Architect of the Capitol has existed for a long time.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

33 Which of these is most likely to happen in the future?

88% **A*** The duties of the Architect of the Capitol will continue to evolve.

5% **B** Senator Moynihan will be appointed Architect of the Capitol.

7% **C** An Architect of the Capitol will be required to be a licensed architect.

1% **D** The Architect of the Capitol will build a restaurant for the Supreme Court.

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EXIT LEVEL WRITING ITEMS

Objective 6: The student will recognize appropriate English usage within the context of a written passage.

If it weren't for a small, almond-sized organ located deep within the brain, human beings wouldn't be able to recognize fear in the faces of others. This organ, called the amygdala, __(7)__ of clusters of neural cells. If the cells of the amygdala have been damaged, a person can't determine fear by reading people's faces. A damaged amygdala, however, does not affect a person's ability to recognize people or recognize __(8)__ expressions, such as smiles, that __(9)__ positive emotions.

The amygdala's effect on people's ability to recognize fear was __(10)__ discovered by scientists. They __(11)__ a patient whose amygdala had been damaged. This discovery __(12)__ social scientists to have a better understanding of human behavior.

24%	**7**	**F**	consist
1%		**G**	are consisting
73%		**H***	consists
1%		**J**	have consisted

1%	**8**	**A**	facially
1%		**B**	facing
94%		**C***	facial
4%		**D**	face

16%	**9**	**F**	shows
2%		**G**	is showing
81%		**H***	show
1%		**J**	has shown

1%	**10**	**A**	recent
98%		**B***	recently
1%		**C**	more recently
1%		**D**	most recent

92%	**11**	**F***	observed
4%		**G**	observe
3%		**H**	are observing
1%		**J**	will observe

2%	**12**	**A**	are enabling
1%		**B**	were enabling
5%		**C**	have enabled
92%		**D***	has enabled

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EXIT LEVEL MATHEMATICS ITEMS

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

22 The distance from Dallas to Houston is 243 miles. At an average rate of 55 miles per hour, which is a reasonable length of time to drive an automobile from Dallas to Houston?

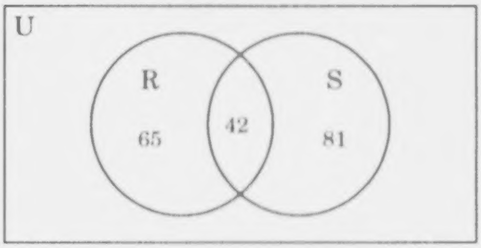
1% **A** Less than 2 hours
7% **B** Between 2 and 3 hours
88% **C*** Between 4 and 5 hours
3% **D** Between 6 and 7 hours
1% **E** More than 8 hours

Objective 12: The student will express or solve problems using mathematical representation.

24 A school newspaper surveyed 200 students and asked which of 2 books they had read. The results are shown in the diagram.

U = Set of 200 students surveyed
R = Set of students who read Book R
S = Set of students who read Book S

Book Survey



How many students read Book R or Book S but not both books?

5% **A** 42
1% **B** 62
84% **C*** 146
2% **D** 188
8% **E** Not Here

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		182011	87
2. Supporting Ideas		182167	87
3. Summarization		163706	78
4. Relationships and Outcomes		172756	82
5. Inferences and Generalizations		152531	73
6. Point of View, Propaganda, and Fact and Nonfact		147634	70
Number Tested: 210095	Met Minimum Expectations	180009	86
Texas Learning Index (TLI): X-82.1	Mastered All Objectives	103000	49
MATHEMATICS			
Concepts			
1. Number Concepts		153127	72
2. Algebraic/Mathematical Relations and Functions		154929	73
3. Geometric Properties and Relationships		174184	82
4. Measurement Concepts		151756	71
5. Probability and Statistics		171187	80
Operations			
6. Use of Addition to Solve Problems		170077	80
7. Use of Subtraction to Solve Problems		160056	75
8. Use of Multiplication to Solve Problems		121992	57
9. Use of Division to Solve Problems		155337	73
Problem Solving			
10. Problem Solving Using Estimation		159836	75
11. Problem Solving Using Solution Strategies		129974	61
12. Problem Solving Using Mathematical Representation		150179	71
13. Evaluation of the Reasonableness of a Solution		160004	75
Number Tested: 212761	Met Minimum Expectations	152819	72
Texas Learning Index (TLI): X-75.3	Mastered All Objectives	59954	28
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		140841	67

Rating:	0	1	2	3	4
Number:	769	8443	59391	107536	33305
Percent:	0	4	28	51	16

		Mastering Number	Mastering Percent
5. Sentence Construction		144239	69
6. English Usage		190043	91
7. Use of Spelling, Capitalization, and Punctuation		143297	68
Number Tested: 209444	Met Minimum Expectations	184305	88
Average Scale Score: 1719	Mastered All Objectives	94959	45

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	225267	100
Students Absent From All Tests	6122	3
Other Students Not Tested	2979	1
Number of Students Tested	216166	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	144770	67
Did Not Meet Minimum Expectations On:		
One Test Only	40275	19
Two Tests Only	18471	9
All Three Tests	12650	6

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		67	210095	86	X-82.1	63	212761	72	X-75.3	64	209444	88	1719
Male		68	101068	85	X-81.7	62	102326	74	X-76.1	67	100760	85	1690
Female		66	108964	87	X-82.5	63	110371	70	X-74.5	62	108623	90	1746
No Information Provided		51	63	71	X-74.5	41	64	50	X-65.7	40	61	74	1604
Native American		71	525	86	X-82.3	62	528	74	X-75.9	65	525	90	1712
Asian		79	6500	87	X-83.5	68	6513	87	X-81.5	82	6480	89	1794
African American		48	26830	78	X-78.1	49	27451	53	X-68.7	46	26716	82	1649
Hispanic		52	68160	75	X-76.8	46	69421	59	X-70.6	51	67831	79	1[illegible]41
White		81	107472	94	X-86.5	74	108215	84	X-79.7	75	107291	95	1782
No Information Provided		40	608	72	X-74.7	41	633	45	X-65.7	39	601	71	1592
Economically Disadvantaged:	Yes	50	62340	74	X-76.0	44	63361	57	X-70.1	50	61963	78	1633
	No	75	146079	91	X-84.8	70	147679	78	X-77.6	70	145835	92	1757
	No Information Provided	51	1676	78	X-78.0	50	1721	56	X-69.5	49	1646	78	1635
Title I, Part A:	Participants	55	35643	77	X-77.5	49	36135	62	X-71.9	55	35453	81	1656
	Nonparticipants	70	173194	88	X-83.1	65	175328	74	X-76.1	66	172750	89	1733
	No Information Provided	47	1258	76	X-76.7	47	1298	52	X-68.2	45	1241	74	1624
Migrant:	Yes	44	4735	67	X-73.0	36	4829	54	X-68.8	46	4692	73	1603
	No	68	204164	86	X-82.4	63	206688	72	X-75.5	65	203574	88	1722
	No Information Provided	47	1196	76	X-76.7	47	1244	53	X-68.2	45	1178	75	1623
Limited English Proficient:	Yes	22	13057	42	X-63.1	19	13155	38	X-62.9	32	12960	45	1486
	No	70	195811	89	X-83.4	66	198336	74	X-76.2	67	195275	91	1735
	No Information Provided	47	1227	76	X-76.7	47	1270	53	X-68.2	45	1209	75	1622
Bilingual:	Participants	48	47	64	X-74.5	44	49	59	X-70.0	49	45	80	1659
	Nonparticipants	67	208722	86	X-82.2	63	211343	72	X-75.3	65	208097	88	1720
	No Information Provided	46	1326	75	X-76.1	46	1369	52	X-68.0	45	1302	74	1619
ESL:	Participants	17	9940	36	X-60.5	16	10006	34	X-61.4	29	9863	38	1455
	Nonparticipants	70	198858	88	X-83.2	65	201416	74	X-76.0	66	198305	91	1733
	No Information Provided	46	1297	75	X-76.1	46	1339	52	X-68.0	45	1276	74	1619
Gifted Talented:	Participants	96	26092	99	X-91.5	89	26141	96	X-85.6	90	26072	99	1919
	Nonparticipants	63	182767	84	X-80.8	58	185338	69	X-73.9	60	182153	86	1691
	No Information Provided	47	1236	76	X-76.9	47	1282	53	X-68.2	45	1219	75	1625
At Risk:	Yes	44	76576	74	X-75.6	41	78405	51	X-67.9	43	76151	79	1616
	No	81	132335	93	X-85.9	74	133130	84	X-79.7	76	132129	93	1779
	No Information Provided	47	1184	76	X-77.0	48	1226	53	X-68.4	46	1164	76	1629
Career/Technology Educ.:	Participants	65	98288	85	X-81.6	60	99564	70	X-74.7	62	98036	88	1703
	Nonparticipants	69	110207	86	X-82.7	65	111541	73	X-75.9	67	109831	88	1735
	No Information Provided	46	1600	75	X-76.3	46	1656	51	X-68.0	45	1577	74	1615
Special Ed. Status Not Provided		47	1233	77	X-77.0	47	1276	53	X-68.3	46	1212	76	1627
Oral Administration:	Math	34	109	61	X-71.2	33	114	46	X-66.6	40	109	62	1555

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN: NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: PERCENT MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: PERCENT MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	READING COMPREHENSION 2: SUPPORTING IDEAS	READING COMPREHENSION 3: SUMMARIZATION	READING COMPREHENSION 4: RELATIONSHIPS AND OUTCOMES	READING COMPREHENSION 5: INFERENCES AND GENERALIZATIONS	READING COMPREHENSION 6: POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	READING: PERCENT MEETING MINIMUM EXPECTATIONS	READING: PERCENT MASTERING ALL OBJECTIVES	READING: AVERAGE TEXAS LEARNING INDEX (TLI)	READING: AVERAGE NORMAL CURVE EQUIVALENT (NCE)	READING: TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1 4: WRITTEN COMPOSITION (3 OR 4 REQUIRED)	WRITTEN COMMUNICATION 5: SENTENCE CONSTRUCTION	WRITTEN COMMUNICATION 6: ENGLISH USAGE	WRITTEN COMMUNICATION 7: USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	WRITING: PERCENT MEETING MINIMUM EXPECTATIONS	WRITING: PERCENT MASTERING ALL OBJECTIVES	WRITING: AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education		216166	67	18	210095	87	87	78	82	73	70	86	49	X-82.1	56.7	63	209444	67	69	91	68	88	45	1719
Male		104201	68	18	101068	86	85	77	81	73	68	85	48	X-81.7	56.2	62	100760	62	66	90	63	85	39	1690
Female		111897	66	19	108964	87	88	79	84	72	72	87	50	X-82.5	57.0	63	108623	72	72	91	73	90	51	1746
No Information Provided		68	51	10	63	78	70	52	71	56	56	71	25	X-74.5	45.1	41	61	51	49	80	51	74	33	1604
Native American		538	71	16	525	88	88	79	82	74	69	86	50	X-82.3	56.5	62	525	66	70	91	72	90	43	1712
Asian		6588	79	34	6500	88	90	82	87	73	72	87	56	X-83.5	60.1	68	6480	76	76	86	76	89	57	1794
African American		27928	48	8	26830	82	83	70	74	60	60	78	34	X-78.1	49.3	49	26716	57	57	85	61	82	32	1649
Hispanic		70779	52	9	68160	79	81	68	75	55	58	75	33	X-76.8	48.0	46	67831	57	56	83	56	79	31	1641
White		109667	81	26	107472	92	91	86	89	87	80	94	63	X-86.5	63.8	74	107291	76	80	97	77	95	57	1782
No Information Provided		666	40	6	608	77	74	60	68	56	55	72	28	X-74.7	45.2	41	601	43	50	82	50	71	24	1592
Economically Disadvantaged:	Free Meals	53695	48	8	51735	77	79	64	72	52	55	72	29	X-75.2	45.8	42	51411	54	52	80	54	77	28	1623
	Reduced Meals	9298	63	13	9075	85	85	75	81	68	66	84	41	X-80.6	53.3	56	9033	64	66	90	65	88	40	1691
	Other	1592	50	7	1530	79	82	65	74	52	57	74	30	X-76.1	46.7	44	1519	55	52	82	55	79	28	1626
	No	149786	75	23	146079	90	90	83	86	81	76	91	57	X-84.8	60.9	70	145835	73	75	95	74	92	52	1757
	No Information Provided	1795	51	10	1676	82	79	67	74	64	61	78	35	X-78.0	50.0	50	1646	52	56	85	57	78	31	1635
Title I, Part A:	Schoolwide Program Participants	35562	56	12	34598	80	83	70	76	57	61	77	36	X-77.7	49.6	49	34432	60	58	84	59	82	34	1659
	Targeted Assistance Participants	1111	36	2	1042	74	73	57	65	47	47	67	20	X-72.8	41.8	35	1018	44	44	81	45	70	17	1573
	Nonparticipants (Previous Participants)	669	38	3	651	79	74	58	66	52	52	70	23	X-74.5	43.8	38	639	54	49	79	54	81	24	1618
	Homeless Participants at Non Title I Schools	3	---	---	3	---	---	---	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	177453	70	20	172543	88	88	80	84	76	72	88	52	X-83.1	58.3	65	172111	69	71	92	71	89	48	1733
	No Information Provided	1368	47	8	1258	80	78	64	72	60	57	76	32	X-76.7	48.2	47	1241	48	55	84	55	74	29	1624
Migrant:	Yes	4905	44	6	4735	73	78	60	69	43	51	67	22	X-73.0	42.6	36	4692	51	47	78	49	73	24	1603
	No	209954	68	19	204164	87	87	78	83	73	71	86	50	X-82.4	57.0	63	203574	68	69	91	69	88	46	1722
	No Information Provided	1307	47	8	1196	79	78	64	72	61	58	76	32	X-76.7	48.4	47	1178	49	55	84	54	75	29	1623
Limited English Proficient:	Yes	13428	22	2	13057	58	66	40	49	22	33	42	10	X-63.1	31.3	19	12960	32	23	52	26	45	9	1486
	No	201398	70	20	195811	89	88	81	84	76	73	89	52	X-83.4	58.4	66	195275	70	72	93	71	91	48	1735
	No Information Provided	1340	47	8	1227	80	78	64	72	61	58	76	32	X-76.7	48.3	47	1209	48	55	84	55	75	28	1622
Bilingual/ESL Program:	Bilingual	50	48	8	47	85	77	60	66	51	64	64	34	X-74.5	46.6	44	45	56	56	82	56	80	36	1659
	ESL	10235	17	1	9940	54	64	36	45	17	30	36	8	X-60.5	28.7	16	9863	27	18	46	21	38	6	1455
	Neither	204430	70	19	198771	88	88	80	84	75	72	88	51	X-83.2	58.1	65	198221	69	72	93	71	91	47	1733
	No Information Provided	1383	46	8	1276	79	78	63	71	59	57	75	31	X-76.1	47.6	46	1256	48	54	83	54	74	28	1618
Gifted-Talented Program:	Participants	26270	96	54	26092	97	97	96	97	95	93	99	84	X-91.5	75.5	89	26072	89	94	99	92	99	81	1919
	Nonparticipants	188550	63	14	182767	85	85	75	80	69	67	84	44	X-80.8	54.0	58	182153	64	65	90	65	86	40	1691
	No Information Provided	1346	47	8	1236	80	78	64	72	61	58	76	32	X-76.9	48.5	47	1219	49	55	84	55	75	29	1625
At-Risk:	Yes	80242	44	3	76576	79	78	64	71	54	54	74	26	X-75.6	45.4	41	76151	53	50	84	52	79	23	1616
	No	134639	81	27	132335	91	92	86	89	83	80	93	62	X-85.9	63.2	74	132129	76	80	95	78	93	58	1779
	No Information Provided	1285	47	9	1184	80	78	64	73	61	58	76	33	X-77.0	48.7	48	1164	50	57	85	56	76	30	1629
Career/Technology Education:	Elective	69887	64	15	67808	86	86	76	81	71	68	85	46	X-81.4	55.0	59	67682	64	67	90	67	87	42	1699
	Coherent Sequence	21895	66	16	21277	86	86	77	82	72	69	85	45	X-81.6	55.2	60	21196	66	67	92	67	89	42	1706
	Tech Prep	9394	72	19	9203	88	88	81	85	75	71	89	50	X-83.2	57.6	64	9158	70	72	94	71	92	48	1730
	No	113249	69	21	110207	87	87	79	83	74	72	86	52	X-82.7	58.0	65	109831	69	71	91	70	88	48	1735
	No Information Provided	1741	46	8	1600	80	79	64	70	59	58	75	32	X-76.3	47.7	46	1577	48	54	82	54	74	28	1615

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN: NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: PERCENT MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: PERCENT MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not In Special Education		216166	67	18	212761	72	73	82	71	80	80	75	57	73	75	61	71	75	72	28	X-75.3	57.8	64
Male		104201	68	18	102326	74	76	84	76	80	81	75	60	73	79	64	71	78	74	30	X-76.1	59.1	67
Female		111897	66	19	110371	70	70	80	67	81	79	75	55	73	72	59	70	73	70	26	X-74.5	56.6	62
No Information Provided		68	51	10	64	52	59	66	53	58	67	58	33	50	58	42	44	61	50	16	X-65.7	44.4	40
Native American		538	71	16	528	76	75	84	75	83	82	74	60	74	75	63	74	72	74	28	X-75.9	58.3	65
Asian		6588	79	34	6513	86	86	91	84	88	88	89	76	86	86	80	82	85	87	51	X-81.5	69.2	82
African American		27928	48	8	27451	62	56	68	53	71	67	64	42	61	61	45	56	60	53	14	X-68.7	48.0	46
Hispanic		70779	52	9	69421	62	61	74	61	70	72	66	47	66	67	49	58	65	59	18	X-70.6	50.6	51
White		109667	81	26	108215	80	84	90	82	89	88	83	67	80	83	72	82	85	84	37	X-79.7	64.3	75
No Information Provided		666	40	6	633	51	53	62	50	62	64	55	36	53	60	39	50	59	45	12	X-65.7	44.1	39
Economically Disadvantaged:	Free Meals	53695	48	8	52640	61	58	71	58	69	69	65	44	64	63	47	55	61	55	16	X-69.4	48.9	48
	Reduced Meals	9298	63	13	9160	71	70	81	69	79	79	73	54	70	72	56	67	71	68	23	X-74.0	55.4	60
	Other	1592	50	7	1551	65	61	74	62	71	73	66	45	65	66	48	56	64	60	16	X-70.5	50.4	51
	No	149786	75	23	147679	76	79	86	76	85	84	79	62	76	80	67	77	81	78	33	X-77.6	61.3	70
	No Information Provided	1795	51	10	1721	56	62	71	58	68	71	65	43	62	67	49	57	66	56	18	X-69.5	49.3	49
Title I, Part A:	Schoolwide Program Participants	35562	56	12	35060	68	63	77	64	73	74	71	51	70	68	53	61	68	63	21	X-72.1	52.9	56
	Targeted Assistance Participants	1111	36	2	1072	54	47	66	48	65	61	57	33	54	53	35	44	54	43	8	X-65.3	42.9	37
	Nonparticipants (Previous Participants)	669	38	3	659	57	54	64	51	66	64	55	30	52	56	33	46	51	44	8	X-65.9	43.8	38
	Homeless Participants at Non Title I Schools	3	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	177453	70	20	174669	73	75	83	73	82	81	76	59	74	77	63	73	77	74	30	X-76.1	59.0	67
	No Information Provided	1368	47	8	1298	54	60	69	56	66	69	63	41	59	65	45	54	64	52	15	X-68.2	47.5	45
Migrant:	Yes	4905	44	6	4829	62	55	72	59	66	68	64	44	65	63	45	52	59	54	14	X-68.8	48.1	46
	No	209954	68	19	206688	72	73	82	72	81	80	76	58	73	75	62	71	76	72	29	X-75.5	58.1	65
	No Information Provided	1307	47	8	1244	54	59	68	55	66	68	62	40	59	65	45	55	64	53	15	X-68.2	47.4	45
Limited English Proficient:	Yes	13428	22	2	13155	49	43	60	44	48	53	52	35	56	53	35	38	48	38	8	X-62.9	40.4	32
	No	201398	70	20	198336	74	75	83	73	83	82	77	59	74	77	63	73	77	74	30	X-76.2	59.0	67
	No Information Provided	1340	47	8	1270	54	59	68	55	66	68	63	41	59	65	45	54	64	53	15	X-68.2	47.4	45
Bilingual/ESL Program:	Bilingual	50	48	8	49	53	63	76	67	61	71	61	49	67	73	45	53	61	59	12	X-70.0	49.3	49
	ESL	10235	17	1	10006	46	40	57	41	43	49	49	33	55	49	33	35	45	34	7	X-61.4	38.6	29
	Neither	204430	70	19	201325	73	75	83	73	82	82	77	59	74	76	63	72	77	74	29	X-76.0	58.8	66
	No Information Provided	1383	46	8	1317	53	59	68	54	65	67	62	40	59	65	44	53	63	52	15	X-67.9	47.1	45
Gifted-Talented Program:	Participants	26270	96	54	26141	92	94	97	93	96	95	94	86	91	93	90	94	95	96	65	X-85.6	76.5	90
	Nonparticipants	188550	63	14	185338	69	70	80	68	78	78	73	53	71	73	57	67	72	69	23	X-73.9	55.2	60
	No Information Provided	1346	47	8	1282	54	59	68	56	66	68	63	41	59	65	45	54	64	53	15	X-68.2	47.5	45
At-Risk:	Yes	80242	44	3	78405	58	56	70	55	69	68	61	38	59	62	40	52	60	51	9	X-67.9	46.3	43
	No	134639	81	27	133130	81	83	89	81	88	87	84	69	81	83	74	82	84	84	39	X-79.7	64.6	76
	No Information Provided	1285	47	9	1226	54	59	69	56	67	68	63	41	59	65	46	54	64	53	15	X-68.4	47.7	46
Career/Technology Education:	Elective	69887	64	15	68779	70	71	81	69	79	79	74	55	71	73	58	68	73	69	25	X-74.4	56.2	62
	Coherent Sequence	21895	66	16	21510	71	72	81	70	80	80	74	56	72	75	59	69	74	71	25	X-74.9	56.7	63
	Tech Prep	9394	72	19	9275	75	76	85	74	83	83	79	60	76	78	63	74	78	76	29	X-76.6	59.3	67
	No	113249	69	21	111541	73	74	83	73	81	81	76	59	74	76	63	72	76	73	31	X-75.9	59.0	67
	No Information Provided	1741	46	8	1656	53	59	68	55	64	67	61	41	59	65	44	54	63	51	15	X-68.0	47.2	45

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
REPORT DATE: APRIL 1997
DISTRICT: STATEWIDE
DATE OF TESTING: FEBRUARY 1997
CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	1	177
Lacked language control	158	1786
Lacked organization/structure	41	1592
Lacked support/elaboration	109	8280
Drifted from specified purpose	7	515
Used wrong purpose	37	123
Drifted from specified topic	0	246
Wrote off topic	174	
No writing attempted	429	
Indecipherable response	48	
Insufficient response to specified task	118	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	769	8443	59391	107536	33305	209444
PERCENT:	0	4	28	51	16	

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		14165	67
2. Supporting Ideas		15302	72
3 Summarization		9600	45
4. Relationships and Outcomes		12081	57
5. Inferences and Generalizations		6239	29
6. Point of View, Propaganda, and Fact and Nonfact		7461	35
Number Tested: 21219	Met Minimum Expectations	11062	52
Texas Learning Index (TLI): X-67.6	Mastered All Objectives	2162	10
MATHEMATICS			
Concepts			
1. Number Concepts		20193	49
2. Algebraic/Mathematical Relations and Functions		20208	49
3. Geometric Properties and Relationships		26079	63
4. Measurement Concepts		19044	46
5. Probability and Statistics		25625	62
Operations			
6. Use of Addition to Solve Problems		26699	64
7. Use of Subtraction to Solve Problems		21867	53
8. Use of Multiplication to Solve Problems		11669	28
9. Use of Division to Solve Problems		23650	57
Problem Solving			
10. Problem Solving Using Estimation		22963	55
11. Problem Solving Using Solution Strategies		11340	27
12. Problem Solving Using Mathematical Representation		18667	45
13. Evaluation of the Reasonableness of a Solution		21486	52
Number Tested: 41463	Met Minimum Expectations	15713	38
Texas Learning Index (TLI): X-64.7	Mastered All Objectives	1169	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		3985	24
5. Sentence Construction		4123	25
6. English Usage		10145	62
7. Use of Spelling, Capitalization, and Punctuation		4804	29
Number Tested: 16413	Met Minimum Expectations	7654	47
Average Scale Score: 1494	Mastered All Objectives	1111	7

Rating:	0	1	2	3	4
Number:	190	3075	9163	3792	193
Percent:	1	19	56	23	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	53608	100
Students Absent From All Tests	1235	2
Other Students Not Tested	3719	7
Number of Students Tested	48654	91

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	17930	37
Did Not Meet Minimum Expectations On:		
One Test Only	20556	42
Two Tests Only	6394	13
All Three Tests	3774	8

BEST COPY AVAILABLE

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	37	21219	52	X-67.6	25	41463	38	X-64.7	35	16413	47	1494
Male	37	10344	51	X-67.3	25	17766	39	X-65.1	36	9011	45	1488
Female	36	10855	53	X-68.0	25	23668	37	X-64.4	34	7386	48	1500
No Information Provided	24	20	45	X-63.1	20	29	38	X-61.4	29	16	44	1459
Native American	40	43	63	X-72.9	40	110	42	X-65.6	38	46	65	1552
Asian	35	834	41	X-63.5	20	778	44	X-66.0	38	740	40	1475
African American	31	3954	54	X-68.6	26	9290	31	X-62.7	31	2927	49	1497
Hispanic	32	11868	46	X-65.2	20	19663	35	X-63.6	32	8873	38	1465
White	49	4232	70	X-74.4	39	11235	49	X-68.3	43	3556	66	1563
No Information Provided	35	288	57	X-68.7	30	387	40	X-64.7	36	271	56	1514
Economically Disadvantaged: Yes	32	11005	46	X-65.1	20	17775	33	X-63.2	32	7966	38	1466
No	41	9758	59	X-70.4	30	23093	41	X-65.9	37	8026	54	1520
No Information Provided	35	456	58	X-69.7	31	595	40	X-64.7	36	421	60	1520
Title I, Part A: Participants	33	5663	46	X-65.6	21	8894	35	X-63.8	33	4055	40	1474
Nonparticipants	38	15143	54	X-68.4	26	32025	39	X-65.0	35	11982	49	1500
No Information Provided	35	413	55	X-68.9	30	544	41	X-64.8	36	376	56	1508
Migrant: Yes	32	1091	42	X-63.7	18	1424	35	X-63.5	32	793	32	1446
No	37	19714	53	X-67.8	25	39496	38	X-64.8	35	15241	47	1496
No Information Provided	35	414	56	X-69.1	31	543	41	X-64.9	36	379	57	1512
Limited English Proficient: Yes	21	5461	34	X-60.5	15	5656	27	X-60.8	27	4720	26	1427
No	40	15339	58	X-70.2	29	35227	40	X-65.4	36	11309	55	1521
No Information Provided	35	419	56	X-69.2	30	580	39	X-64.7	36	384	57	1513
Bilingual: Participants	25	34	41	X-62.1	16	38	32	X-62.6	31	23	22	1427
Nonparticipants	37	20752	52	X-67.7	25	40867	38	X-64.7	35	15987	47	1493
No Information Provided	34	433	52	X-67.8	28	558	40	X-64.3	35	403	53	1498
ESL: Participants	19	4855	32	X-59.6	14	4891	26	X-60.4	26	4417	25	1421
Nonparticipants	40	15957	58	X-70.1	29	36038	39	X-65.3	36	11620	55	1521
No Information Provided	34	407	54	X-68.4	29	534	40	X-64.4	35	376	55	1504
Gifted-Talented: Participants	56	221	68	X-74.6	43	629	54	X-69.3	46	204	72	1610
Nonparticipants	37	20603	52	X-67.5	24	40305	38	X-64.6	35	15847	46	1491
No Information Provided	36	395	57	X-69.6	32	529	42	X-65.3	38	362	57	1519
At Risk: Yes	35	14148	50	X-66.8	23	28099	36	X-64.2	34	10015	43	1481
No	41	6687	56	X-69.3	29	12853	43	X-65.9	38	6046	51	1513
No Information Provided	35	384	57	X-69.2	31	511	41	X-64.7	36	352	58	1514
Career/Technology Educ.: Participants	38	9408	52	X-67.8	24	19534	38	X-65.0	35	6825	47	1494
Nonparticipants	36	11258	52	X-67.4	25	21150	37	X-64.5	34	9077	46	1492
No Information Provided	35	553	58	X-70.1	32	779	39	X-64.7	36	511	54	1513
Special Ed. Status Not Provided	35	384	57	X-69.2	31	521	41	X-64.9	36	353	58	1517
Oral Administration: Math	33	29	34	X-63.5	18	68	38	X-65.0	35	21	43	1460

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 11-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEHER THAN FIVE STUDENTS

	ALL TESTS TAKEN			READING												WRITING							
					READING COMPREHENSION												WRITTEN COMMUNICATION						
					1	2	3	4	5	6							1-4	5	6	7			
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
					Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education	48654	37	3	21219	67	72	45	57	29	35	52	10	X-67.6	35.6	25	16413	24	25	62	29	47	7	1494
Male	22184	37	3	10344	66	70	45	55	32	33	51	11	X-67.3	35.5	25	9011	22	25	65	27	45	6	1488
Female	26437	36	3	10855	68	74	45	58	27	37	53	10	X-68.0	35.8	25	7386	27	26	58	32	48	8	1500
No Information Provided	33	24	0	20	60	75	30	50	20	35	45	5	X-63.1	32.0	20	16	25	25	75	31	44	13	1459
Native American	129	40	5	43	65	67	58	63	53	56	63	30	X-72.9	44.4	40	46	33	50	83	52	65	20	1552
Asian	1253	35	3	834	56	76	40	56	17	35	41	8	X-63.5	31.9	20	740	25	21	42	27	40	5	1475
African American	10280	31	2	3954	70	72	47	56	30	33	54	9	X-68.6	36.1	26	2927	23	24	65	34	49	5	1497
Hispanic	23299	32	2	11868	63	71	41	54	21	31	46	6	X-65.2	32.5	20	8873	22	16	51	22	38	4	1465
White	13247	49	5	4232	77	75	57	65	54	48	70	23	X-74.4	44.2	39	3556	31	47	89	44	66	15	1563
No Information Provided	446	35	4	288	71	72	47	57	42	43	57	20	X-68.7	38.9	30	271	25	36	69	38	56	11	1514
Economically Disadvantaged: Free Meals	18813	31	2	9956	62	71	40	53	20	30	45	5	X-64.9	32.2	20	7241	22	16	50	22	38	3	1464
Reduced Meals	1983	40	2	841	65	70	46	58	26	33	52	6	X-67.3	34.7	23	549	22	24	68	31	50	6	1497
Other	427	32	2	208	65	66	35	56	16	25	39	5	X-64.3	31.5	19	176	16	16	46	22	34	2	1462
No	26746	41	4	9758	71	73	51	60	39	40	59	15	X-70.4	39.1	30	8026	27	33	72	36	54	10	1520
No Information Provided	685	35	4	456	72	72	49	59	43	44	58	20	X-69.7	39.8	31	421	28	39	71	39	60	14	1520
Title I, Part A: Schoolwide Program Participants	9886	33	2	5322	63	72	42	55	21	31	46	7	X-65.6	33.1	21	3837	24	18	52	23	40	5	1474
Targeted Assistance Participants	783	39	2	339	64	71	46	55	26	31	51	4	X-66.8	33.8	22	216	18	20	56	24	39	3	1475
Nonparticipants (Previous Participants)	203	34	2	80	73	69	41	55	21	23	43	3	X-66.8	33.6	22	50	22	8	70	24	42	4	1471
Homeless Participants at Non Title I Schools	6	67	0	2	---	---	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	37143	38	3	15063	68	72	46	58	32	37	54	11	X-68.4	36.5	26	11932	25	27	65	31	49	7	1500
No Information Provided	633	35	3	413	70	73	46	58	41	42	55	19	X-68.9	39.0	30	376	26	37	69	37	56	12	1508
Migrant: Yes	1809	32	2	1091	59	72	39	56	16	27	42	4	X-63.7	30.9	18	793	19	10	44	16	32	3	1446
No	46214	37	3	19714	67	72	46	57	30	35	53	10	X-67.8	35.8	25	15241	24	26	63	30	47	7	1496
No Information Provided	631	35	3	414	71	72	47	58	42	42	56	19	X-69.1	39.3	31	379	27	37	69	37	57	12	1512
Limited English Proficient: Yes	7349	21	1	5461	54	69	32	46	11	27	34	3	X-60.5	27.8	15	4720	19	8	35	13	26	1	1427
No	40636	40	3	15339	71	73	50	61	36	38	58	13	X-70.2	38.3	29	11309	27	32	73	36	55	9	1521
No Information Provided	669	35	3	419	69	73	46	58	41	43	56	19	X-69.2	39.2	30	384	28	36	68	36	57	12	1513
Bilingual/ESL Program: Bilingual	48	25	0	34	41	71	35	53	12	29	41	0	X-62.1	29.3	16	23	17	13	48	0	22	0	1427
ESL	6373	19	1	4855	53	69	30	44	10	26	32	3	X-59.6	27.0	14	4417	18	7	33	12	25	1	1421
Neither	41587	40	3	15909	71	73	50	61	35	38	58	12	X-70.1	38.2	29	11584	27	32	73	36	55	9	1521
No Information Provided	605	35	3	396	70	71	45	58	40	41	54	18	X-68.4	38.5	29	368	27	35	66	36	56	12	1505
Gifted-Talented Program: Participants	740	56	10	221	77	83	58	70	48	51	68	29	X-74.6	46.3	43	204	46	52	75	53	72	27	1610
Nonparticipants	47305	37	3	20603	67	72	45	57	29	35	52	10	X-67.5	35.4	24	15847	24	24	61	29	46	6	1491
No Information Provided	609	36	4	395	71	73	47	59	44	44	57	21	X-69.6	40.1	32	362	29	38	70	38	57	14	1519
At-Risk: Yes	32880	35	2	14148	66	71	44	56	26	32	50	7	X-66.8	34.3	23	10015	22	20	59	26	43	4	1481
No	15190	41	4	6687	68	74	48	60	36	41	56	16	X-69.3	38.3	29	6046	27	33	66	34	51	11	1513
No Information Provided	584	35	3	384	70	72	46	58	42	44	57	20	X-69.2	39.4	31	352	27	38	69	39	58	12	1514
Career/Technology Education: Elective	16487	38	3	6848	67	73	46	57	28	34	52	9	X-67.8	35.5	25	5007	24	24	62	30	46	6	1493
Coherent Sequence	4488	37	3	1828	66	69	45	57	29	31	52	7	X-67.5	35.0	24	1294	22	24	68	29	47	5	1494
Tech Prep	1966	40	2	732	68	72	44	60	33	36	55	8	X-68.7	36.0	25	524	26	25	70	28	51	6	1507
No	24825	36	3	11258	66	72	45	57	29	36	52	11	X-67.4	35.6	25	9077	25	25	60	29	46	7	1492
No Information Provided	888	35	4	553	71	75	49	61	41	46	58	21	X-70.1	40.2	32	511	27	37	68	38	54	13	1513

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 11-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																		
All Students Not In Special Education		48654	37	3	41463	49	49	63	46	62	64	53	28	57	55	27	45	52	38	3	X-64.7	41.8	35
Male		22184	37	3	17766	49	52	66	52	59	66	51	29	55	60	29	42	54	39	3	X-65.1	42.3	36
Female		26437	36	3	23668	49	47	61	42	64	63	54	28	58	52	26	47	50	37	2	X-64.4	41.4	34
No Information Provided		33	24	0	29	38	41	55	41	48	48	38	24	52	55	24	62	34	38	0	X-61.4	38.2	29
Native American		129	40	5	110	49	52	67	45	60	69	57	30	54	63	33	42	55	42	4	X-65.6	43.4	38
Asian		1253	35	3	778	55	54	68	46	56	60	65	37	65	56	37	42	53	44	7	X-66.0	43.8	38
African American		10280	31	2	9290	49	42	55	36	63	59	51	25	54	49	23	41	45	31	2	X-62.7	39.4	31
Hispanic		23299	32	2	19663	46	45	61	45	56	61	50	26	57	54	25	41	50	35	2	X-63.6	40.4	32
White		13247	49	5	11235	53	60	72	56	71	74	58	33	59	64	33	55	61	49	5	X-68.3	46.0	43
No Information Provided		446	35	4	387	46	50	61	47	59	63	54	33	57	60	33	44	54	40	8	X-64.7	42.6	36
Economically Disadvantaged:	Free Meals	18813	31	2	15762	46	43	60	42	56	59	51	26	56	50	24	40	47	33	2	X-63.0	39.6	31
	Reduced Meals	1983	40	2	1663	50	48	65	47	64	65	54	28	59	55	27	45	53	39	2	X-65.2	42.2	36
	Other	427	32	2	350	52	48	61	48	60	62	48	22	51	58	27	37	49	34	2	X-63.3	40.0	32
	No	26746	41	4	23093	50	52	65	48	66	68	54	29	57	59	29	49	55	41	3	X-65.9	43.2	37
	No Information Provided	685	35	4	595	43	51	62	48	57	62	54	33	56	61	35	45	54	40	7	X-64.7	42.5	36
Title I, Part A:	Schoolwide Program Participants	9886	33	2	8230	49	44	61	45	57	60	51	27	58	51	26	41	50	35	3	X-63.7	40.6	33
	Targeted Assistance Participants	783	39	2	659	58	46	63	47	64	67	52	32	59	51	26	42	46	38	2	X-64.7	41.6	35
	Nonparticipants (Previous Participants)	203	34	2	169	55	42	67	43	62	64	57	25	56	53	25	45	53	39	2	X-64.7	41.7	35
	Homeless Participants at Non Title I Schools	6	67	0	5	80	60	80	80	80	60	60	20	60	20	60	80	60	60	0	X-68.8	46.0	43
	Nonparticipants (Not Previous Participants)	37143	38	3	31856	49	50	63	46	63	65	53	28	57	56	28	46	52	39	3	X-65.0	42.1	35
	No Information Provided	633	35	3	544	43	50	62	49	57	62	55	34	57	62	34	46	53	41	7	X-64.8	42.5	36
Migrant:	Yes	1809	32	2	1424	49	43	63	47	53	60	51	28	59	51	25	38	49	35	2	X-63.5	40.3	32
	No	46214	37	3	39496	49	49	63	46	62	65	53	28	57	55	27	45	52	38	3	X-64.8	41.8	35
	No Information Provided	631	35	3	543	43	52	61	48	57	63	55	33	58	62	34	46	53	41	7	X-64.9	42.7	36
Limited English Proficient:	Yes	7349	21	1	5656	41	38	58	39	43	50	46	26	56	48	24	34	43	27	2	X-60.8	37.2	27
	No	40636	40	3	35227	50	50	64	47	65	67	54	28	57	57	28	47	53	40	3	X-65.4	42.5	36
	No Information Provided	669	35	3	580	44	52	60	48	57	62	54	32	57	62	34	45	53	39	6	X-64.7	42.4	36
Bilingual/ESL Program:	Bilingual	48	25	0	38	61	39	63	45	53	66	66	29	63	39	21	37	47	32	0	X-62.6	39.5	31
	ESL	6373	19	1	4891	41	38	57	38	41	48	46	27	57	47	25	32	42	26	2	X-60.4	36.7	26
	Neither	41587	40	3	35991	50	50	64	47	65	67	54	28	57	56	28	47	53	39	3	X-65.3	42.5	36
	No Information Provided	605	35	3	518	44	51	61	48	56	62	54	32	58	62	34	45	53	41	7	X-64.7	42.4	36
Gifted Talented Program:	Participants	740	56	10	629	58	57	72	57	74	73	61	37	69	63	35	59	60	54	8	X-69.3	47.9	46
	Nonparticipants	47305	37	3	40305	49	49	63	46	62	64	53	28	57	55	27	45	52	38	3	X-64.6	41.7	35
	No Information Provided	609	36	4	529	44	53	61	50	57	65	55	34	59	62	36	47	55	42	8	X-65.3	43.3	38
At Risk:	Yes	32880	35	2	28099	49	47	62	45	61	63	52	27	56	54	25	43	50	36	2	X-64.2	41.0	34
	No	15190	41	4	12853	49	53	64	48	63	67	55	31	59	59	31	49	55	43	5	X-65.9	43.4	38
	No Information Provided	584	35	3	511	42	52	60	48	56	63	52	33	57	61	34	45	53	41	7	X-64.7	42.4	36
Career/Technology Education:	Elective	16487	38	3	14086	50	49	63	47	63	66	54	29	58	55	27	45	52	39	2	X-65.0	42.0	35
	Coherent Sequence	4488	37	3	3771	50	48	64	46	62	67	53	28	56	57	26	45	52	37	2	X-64.8	41.8	35
	Tech Prep	1966	40	2	1677	51	50	65	49	65	66	54	29	57	57	28	48	54	39	2	X-65.5	42.5	36
	No	24825	36	3	21150	48	48	63	45	61	63	52	28	57	55	28	45	51	37	3	X-64.5	41.5	34
	No Information Provided	888	35	4	779	44	52	59	48	56	62	54	34	57	60	34	45	54	39	7	X-64.7	42.4	36

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
REPORT DATE: APRIL 1997
DISTRICT: STATEWIDE
DATE OF TESTING: FEBRUARY 1997
CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	49
Lacked language control	40	1027
Lacked organization/structure	4	639
Lacked support/elaboration	24	2965
Drifted from specified purpose	2	164
Used wrong purpose	8	40
Drifted from specified topic	0	114
Wrote off topic	32	
No writing attempted	106	
Indecipherable response	16	
Insufficient response to specified task	36	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	190	3075	9163	3792	193	16413
PERCENT:	1	19	56	23	1	

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

Page 1 of 2

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		5488	68
2. Supporting Ideas		6370	79
3. Summarization		3649	46
4. Relationships and Outcomes		4937	62
5. Inferences and Generalizations		1982	25
6. Point of View, Propaganda, and Fact and Nonfact		3058	38
Number Tested: 8019	Met Minimum Expectations	4323	54
Texas Learning Index (TLI): X-68.4	Mastered All Objectives	721	9
MATHEMATICS			
Concepts			
1. Number Concepts		9848	58
2. Algebraic/Mathematical Relations and Functions		8644	51
3. Geometric Properties and Relationships		11711	69
4. Measurement Concepts		8622	51
5. Probability and Statistics		11503	68
Operations			
6. Use of Addition to Solve Problems		11569	68
7. Use of Subtraction to Solve Problems		10296	61
8. Use of Multiplication to Solve Problems		5882	35
9. Use of Division to Solve Problems		11225	66
Problem Solving			
10. Problem Solving Using Estimation		9577	56
11. Problem Solving Using Solution Strategies		5573	33
12. Problem Solving Using Mathematical Representation		8251	49
13. Evaluation of the Reasonableness of a Solution		9310	55
Number Tested: 16969	Met Minimum Expectations	7905	47
Texas Learning Index (TLI): X-67.3	Mastered All Objectives	619	4
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		1607	28

Rating:	0	1	2	3	4
Number:	40	822	3284	1537	70
Percent:	1	14	57	27	1

		Mastering Number	Mastering Percent
5. Sentence Construction		1242	22
6. English Usage		3180	55
7. Use of Spelling, Capitalization, and Punctuation		1583	28
Number Tested: 5753	Met Minimum Expectations	2634	46
Average Scale Score: 1496	Mastered All Objectives	322	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	23106	100
Students Absent From All Tests	273	1
Other Students Not Tested	1467	6
Number of Students Tested	21366	92

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	9651	45
Did Not Meet Minimum Expectations On:		
One Test Only	8545	40
Two Tests Only	2176	10
All Three Tests	994	5

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	45	8019	54	X-68.4	26	16969	47	X-67.3	40	5753	46	1496
Male	45	3588	54	X-68.1	25	6650	47	X-67.3	40	3083	45	1493
Female	45	4428	54	X-68.6	26	10313	46	X-67.3	40	2665	47	1500
No Information Provided	44	3	---	---	--	6	33	X-65.7	36	5	60	1508
Native American	56	20	65	X-71.8	34	54	57	X-68.4	44	21	62	1548
Asian	39	393	45	X-65.1	21	260	48	X-67.8	42	334	41	1496
African American	42	1500	59	X-69.8	27	4291	42	X-65.9	37	973	49	1503
Hispanic	42	4905	49	X-66.7	22	8526	44	X-66.6	38	3392	38	1471
White	58	1055	72	X-75.4	43	3621	57	X-70.4	47	920	70	1580
No Information Provided	42	146	56	X-69.0	29	217	43	X-67.1	41	113	59	1520
Economically Disadvantaged: Yes	41	4385	49	X-66.6	22	7329	43	X-66.1	38	2881	39	1471
No	49	3457	60	X-70.6	30	9352	49	X-68.2	42	2720	52	1521
No Information Provided	44	177	58	X-70.3	32	288	45	X-67.0	41	152	59	1536
Title I, Part A: Participants	45	2211	53	X-67.7	24	3612	47	X-67.1	40	1407	41	1481
Nonparticipants	45	5606	54	X-68.6	26	13048	47	X-67.3	40	4185	47	1500
No Information Provided	41	202	55	X-69.2	29	309	43	X-67.0	41	161	55	1527
Migrant: Yes	42	544	50	X-66.5	22	680	43	X-65.8	37	310	34	1450
No	45	7300	54	X-68.5	26	16003	47	X-67.3	40	5298	46	1498
No Information Provided	42	175	58	X-70.5	32	286	43	X-66.8	40	145	59	1536
Limited English Proficient: Yes	35	2524	44	X-64.5	19	2378	39	X-64.7	35	2075	34	1459
No	48	5311	59	X-70.2	29	14297	48	X-67.7	41	3523	52	1517
No Information Provided	43	184	58	X-70.1	31	294	45	X-67.1	41	155	57	1530
Bilingual: Participants	59	17	53	X-67.7	24	24	67	X-70.5	48	7	57	1569
Nonparticipants	45	7811	54	X-68.4	25	16651	47	X-67.3	40	5590	46	1496
No Information Provided	41	191	57	X-69.2	30	294	44	X-66.6	40	156	54	1525
ESL: Participants	33	2193	41	X-63.9	18	1943	38	X-64.6	35	1918	34	1456
Nonparticipants	48	5639	59	X-70.1	28	14739	48	X-67.6	41	3682	52	1516
No Information Provided	41	187	57	X-69.2	30	287	44	X-66.7	40	153	54	1525
Gifted-Talented: Participants	58	66	65	X-74.8	42	139	58	X-71.2	51	34	53	1598
Nonparticipants	45	7782	54	X-68.3	25	16549	47	X-67.2	40	5576	45	1495
No Information Provided	43	171	59	X-70.8	32	281	45	X-67.0	41	143	59	1539
At Risk: Yes	44	5598	53	X-67.9	24	12200	45	X-66.9	39	3617	43	1484
No	47	2265	56	X-69.5	29	4519	50	X-68.2	43	2005	50	1515
No Information Provided	45	156	60	X-71.1	34	250	47	X-67.4	42	131	59	1543
Career/Technology Educ.: Participants	46	3423	55	X-68.6	25	7886	47	X-67.4	40	2249	46	1496
Nonparticipants	44	4356	53	X-68.1	25	8696	46	X-67.1	40	3301	45	1495
No Information Provided	44	240	61	X-70.8	32	387	45	X-67.5	42	203	54	1517
Special Ed. Status Not Provided	43	177	59	X-70.8	32	284	44	X-66.9	41	146	60	1541
Oral Administration: Math	41	23	48	X-63.9	18	66	44	X-65.2	36	10	40	1418

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEHER THAN FIVE STUDENTS

		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education		21366	45	3	8019	68	79	46	62	25	38	54	9	X-68.4	36.1	26	5753	28	22	55	28	46	6	1496
Male		9044	45	3	3588	68	78	45	60	27	35	54	9	X-68.1	35.9	25	3083	26	21	58	26	45	4	1493
Female		12313	45	4	4428	69	81	46	63	23	41	54	9	X-68.6	36.3	26	2665	30	22	52	30	47	7	1500
No Information Provided		9	44	0	3	---	---	---	---	---	---	---	---	---	---	---	5	60	0	20	20	60	0	1508
Native American		64	56	8	20	60	80	60	70	30	50	65	15	X-71.8	41.2	34	21	33	43	71	33	62	10	1548
Asian		619	39	3	393	61	84	38	64	15	37	45	6	X-65.1	32.8	21	334	28	22	42	28	41	6	1496
African American		4931	42	3	1500	71	81	49	59	29	36	59	9	X-69.8	37.3	27	973	26	22	63	33	49	5	1503
Hispanic		11142	42	3	4905	66	79	42	60	18	36	49	5	X-66.7	33.8	22	3392	26	13	46	20	38	2	1471
White		4312	58	6	1055	79	78	60	70	52	51	72	26	X-75.4	46.0	43	920	35	51	85	50	70	18	1580
No Information Provided		298	42	4	146	70	82	50	61	29	40	56	16	X-69.0	38.3	29	113	35	31	59	31	59	9	1520
Economically Disadvantaged:	Free Meals	8497	41	2	3932	65	79	42	59	17	34	49	4	X-66.4	33.4	22	2619	27	13	45	21	39	2	1470
	Reduced Meals	855	44	4	322	66	82	44	56	23	36	56	6	X-68.4	35.5	25	184	26	20	50	24	40	5	1485
	Other	304	41	3	131	65	88	37	68	21	34	47	5	X-67.2	34.0	22	78	14	15	60	23	33	3	1471
	No	11320	49	4	3457	73	79	50	64	33	43	60	14	X-70.6	39.1	30	2720	30	30	65	34	52	9	1521
	No Information Provided	390	44	5	177	73	82	49	64	35	42	58	20	X-70.3	40.0	32	152	34	35	62	34	59	10	1536
Title I, Part A	Schoolwide Program Participants	4348	45	4	2040	67	81	44	63	20	38	52	7	X-67.7	34.9	24	1293	29	14	47	24	42	3	1483
	Targeted Assistance Participants	445	44	3	171	73	85	39	65	21	38	55	6	X-68.7	35.8	25	114	20	13	46	23	32	3	1460
	Nonparticipants (Previous Participants)	33	58	3	15	67	80	47	60	33	40	73	7	X-71.3	38.8	30	7	0	14	71	29	43	0	1450
	Homeless Participants at Non Title I Schools	1	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	16120	45	3	5591	69	79	46	61	26	38	54	10	X-68.6	36.4	26	4178	28	24	58	29	47	6	1501
	No Information Provided	419	41	5	202	72	83	47	63	30	39	55	15	X-69.2	38.3	29	161	32	32	58	34	55	9	1527
Migrant:	Yes	988	42	3	544	67	78	40	63	16	36	50	3	X-66.5	33.4	22	310	23	10	39	20	34	1	1450
	No	19998	45	4	7300	68	79	46	61	25	38	54	9	X-68.5	36.2	26	5298	28	22	56	28	46	6	1498
	No Information Provided	380	42	5	175	73	84	49	65	34	43	58	18	X-70.5	40.0	32	145	33	33	61	34	59	10	1536
Limited English Proficient:	Yes	3940	35	2	2524	62	78	36	58	12	35	44	3	X-64.5	31.5	19	2075	26	9	36	16	34	1	1459
	No	17035	48	4	5311	71	80	50	63	30	39	59	11	X-70.2	38.2	29	3523	29	28	66	34	52	8	1517
	No Information Provided	391	43	5	184	73	83	49	64	34	42	58	18	X-70.1	39.5	31	155	32	34	61	34	57	10	1530
Bilingual/ESL Program:	Bilingual	29	59	7	17	59	71	41	71	12	41	53	6	X-67.7	35.0	24	7	43	29	57	14	57	14	1569
	ESL	3310	33	2	2193	60	78	36	57	12	35	41	3	X-63.9	31.0	18	1918	26	9	35	16	34	1	1456
	Neither	17623	48	4	5615	72	80	49	63	30	39	59	11	X-70.2	38.0	28	3671	29	27	66	33	52	8	1516
	No Information Provided	376	41	5	181	73	82	44	64	32	39	57	17	X-69.0	38.6	29	149	30	34	58	34	54	9	1524
Gifted-Talented Program:	Participants	179	58	12	66	80	83	56	68	35	65	65	27	X-74.8	45.7	42	34	35	44	62	47	53	21	1598
	Nonparticipants	20814	45	3	7782	68	79	45	61	24	38	54	9	X-68.3	35.9	25	5576	28	21	55	27	45	5	1495
	No Information Provided	373	43	5	171	74	84	49	67	36	42	59	19	X-70.8	40.3	32	143	35	34	62	34	59	10	1539
At Risk:	Yes	15235	44	3	5598	68	79	45	61	22	36	53	7	X-67.9	35.1	24	3617	27	17	53	24	43	3	1484
	No	5796	47	5	2265	69	81	47	63	31	44	56	14	X-69.5	38.3	29	2005	29	29	60	34	50	9	1515
	No Information Provided	335	45	6	156	74	85	49	67	37	43	60	20	X-71.1	41.0	34	131	35	35	62	35	59	12	1543
Career/Technology Education:	Elective	7350	46	3	2607	70	80	46	62	26	37	56	7	X-68.8	36.2	26	1726	28	21	55	29	47	5	1498
	Coherent Sequence	1834	46	3	608	70	80	44	58	21	34	52	7	X-67.7	34.8	24	408	28	18	59	25	45	3	1488
	Tech Prep	597	45	4	208	66	80	48	61	25	35	54	9	X-68.6	35.7	25	115	26	29	57	26	43	6	1498
	No	11071	44	4	4356	67	79	45	62	24	39	53	10	X-68.1	36.0	25	3301	28	21	55	27	45	6	1495
	No Information Provided	514	44	5	240	73	84	50	67	37	43	61	19	X-70.8	40.4	32	203	31	33	59	34	54	10	1517

TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not In Special Education		21366	45	3	16969	58	51	69	51	68	68	61	35	66	56	33	49	55	47	4	X-67.3	44.7	40
Male		9044	45	3	6650	56	54	70	56	63	70	58	34	64	60	33	46	56	47	4	X-67.3	44.8	40
Female		12313	45	4	10313	59	49	68	48	71	67	62	35	68	54	32	50	54	46	4	X-67.3	44.7	40
No Information Provided		9	44	0	6	17	33	50	83	67	50	33	33	67	50	33	50	67	33	0	X-65.7	42.3	36
Native American		64	56	8	54	59	56	74	56	69	74	72	43	65	69	39	50	59	57	13	X-68.4	46.9	44
Asian		619	39	3	260	58	58	70	48	63	63	70	37	71	56	42	48	57	48	8	X-67.8	45.9	42
African American		4931	42	3	4291	60	47	62	42	70	63	60	33	65	51	30	46	49	42	3	X-65.9	43.1	37
Hispanic		11142	42	3	8526	56	48	70	52	64	66	59	33	66	55	32	46	54	44	3	X-66.6	43.8	38
White		4312	58	6	3621	62	61	75	59	74	79	64	39	68	66	38	58	64	57	6	X-70.4	48.6	47
No Information Provided		298	42	4	217	50	52	67	52	63	71	56	36	63	59	34	46	56	43	8	X-67.1	45.3	41
Economically Disadvantaged:	Free Meals	8497	41	2	6410	57	46	68	50	65	64	60	33	65	52	30	45	50	43	2	X-66.0	43.2	37
	Reduced Meals	855	44	4	695	61	48	68	50	68	67	61	31	65	53	33	49	52	45	4	X-66.8	44.1	39
	Other	304	41	3	224	57	46	72	48	65	70	56	40	67	53	29	42	52	44	2	X-67.0	44.3	39
	No	11320	49	4	9352	59	54	70	52	70	71	62	36	67	60	35	52	58	49	4	X-68.2	45.8	42
	No Information Provided	390	44	5	288	51	52	69	51	60	72	58	38	64	61	35	46	56	45	9	X-67.0	45.2	41
Title I, Part A:	Schoolwide Program Participants	4348	45	4	3269	60	46	70	52	67	66	63	36	68	53	33	46	52	47	4	X-67.1	44.5	40
	Targeted Assistance Participants	445	44	3	342	67	49	70	50	68	71	64	36	63	54	35	46	50	47	3	X-67.3	44.5	40
	Nonparticipants (Previous Participants)	33	58	3	23	70	43	57	26	61	78	70	43	78	48	35	35	65	43	0	X-65.7	42.5	36
	Homeless Participants at Non Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	16120	45	3	13025	57	52	69	50	68	69	60	34	66	57	33	49	56	47	3	X-67.3	44.8	40
	No Information Provided	419	41	5	309	53	50	67	53	62	70	59	37	65	59	34	47	56	43	9	X-67.0	45.1	41
Migrant:	Yes	988	42	3	680	60	40	69	56	61	61	61	34	64	50	33	43	48	43	3	X-65.8	42.8	37
	No	19998	45	4	16003	58	51	69	51	68	68	61	35	66	57	33	49	55	47	4	X-67.3	44.8	40
	No Information Provided	380	42	5	286	51	51	67	51	62	70	58	36	64	60	34	48	55	43	9	X-66.8	44.9	40
Limited English Proficient:	Yes	3940	35	2	2378	54	43	69	49	53	57	57	33	65	50	31	39	49	39	2	X-64.7	41.7	35
	No	17035	48	4	14297	59	52	69	51	70	70	61	35	66	57	33	50	56	48	4	X-67.7	45.2	41
	No Information Provided	391	43	5	294	52	52	67	51	62	71	60	38	66	60	34	48	57	45	9	X-67.1	45.2	41
Bilingual/ESL Program:	Bilingual	29	59	7	24	29	54	79	54	83	75	79	50	75	67	50	58	38	67	4	X-70.5	48.8	48
	ESL	3310	33	2	1943	53	44	69	49	52	56	56	34	64	50	31	38	47	38	2	X-64.6	41.6	35
	Neither	17623	48	4	14702	59	52	69	51	70	70	61	35	66	57	33	50	56	48	4	X-67.6	45.1	41
	No Information Provided	376	41	5	277	51	52	68	52	61	69	58	36	65	60	34	47	54	44	9	X-66.8	44.8	40
Gifted-Talented Program:	Participants	179	58	12	139	59	58	68	63	81	69	73	41	75	67	45	67	69	58	11	X-71.2	50.5	51
	Nonparticipants	20814	45	3	16549	58	51	69	51	68	68	61	35	66	56	33	48	55	47	3	X-67.2	44.7	40
	No Information Provided	373	43	5	281	53	52	67	52	62	70	60	37	65	59	35	48	55	45	9	X-67.0	45.2	41
At-Risk:	Yes	15235	44	3	12200	58	49	69	50	68	68	60	33	66	55	31	48	54	45	3	X-66.9	44.2	39
	No	5796	47	5	4519	59	56	69	52	68	70	62	39	67	60	37	50	58	50	6	X-68.2	46.0	43
	No Information Provided	335	45	6	250	52	53	68	52	63	71	62	39	65	61	36	48	56	47	10	X-67.4	45.8	42
Career/Technology Education:	Elective	7350	46	3	5912	59	51	69	51	69	69	62	35	67	56	33	50	55	47	3	X-67.6	45.0	41
	Coherent Sequence	1834	46	3	1478	57	49	70	50	68	70	59	32	66	55	32	48	54	47	2	X-67.2	44.5	40
	Tech Prep	597	45	4	496	58	49	66	52	73	66	65	31	64	54	29	46	53	45	3	X-66.7	44.0	39
	No	11071	44	4	8696	58	51	69	51	67	67	60	35	66	57	33	48	55	46	4	X-67.1	44.6	40
	No Information Provided	514	44	5	387	54	53	70	52	62	70	59	39	68	58	34	47	58	45	10	X-67.5	45.8	42

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE:	12-EXIT LEVEL	REPORT DATE:	APRIL 1997
DISTRICT:	STATEWIDE	DATE OF TESTING:	FEBRUARY 1997
CAMPUS:			

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	19
Lacked language control	3	304
Lacked organization/structure	0	152
Lacked support/elaboration	2	782
Drifted from specified purpose	0	39
Used wrong purpose	0	5
Drifted from specified topic	0	28
Wrote off topic	2	
No writing attempted	30	
Indecipherable response	3	
Insufficient response to specified task	5	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	40	822	3284	1537	70	5753
PERCENT:	1	14	57	27	1	

GRADE 8 TAAS RESULTS

SPRING 1997 ADMINISTRATION

In spring 1997, five TAAS tests were administered at Grade 8: reading, mathematics, writing, science, and social studies. A total of 246,779 students not in special education were tested, with 56 percent meeting minimum expectations on all five tests taken.

The following table provides a breakdown by subject area of statewide student performance at Grade 8. The standard for meeting minimum expectations is represented by a scale score of 1500 in writing, science, and social studies and by a Texas Learning Index (TLI) score of 8-70 in reading and mathematics.

Grade 8 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale/TLI Score
Reading	237,871	83%	39%	8-81.8
Writing	235,828	80%	27%	1631
Mathematics	237,708	75%	29%	8-76.7
Science	235,405	84%	20%	1582
Social Studies	237,070	67%	15%	1550

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of eighth graders tested who achieved Academic Recognition.

Grade 8 Academic Recognition by Subject Area
Spring 1997

Reading	13.3%
Writing	2.8%
Mathematics	18.1%
Science	8.7%
Social Studies	6.3%

SUBJECT AREA PERFORMANCE: READING

Eighty-three percent of the Grade 8 students tested met minimum expectations on the reading test, and 39 percent mastered all objectives. The percentage of students mastering each objective ranged from 65 to 82 percent. Grade 8 students achieved the highest level of mastery on Objective 4, which assesses the ability to identify relationships and outcomes.

The following table presents the percentage of Grade 8 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 8 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	75%
Objective 2:	Supporting Ideas	66%
Objective 3:	Summarization	65%
Objective 4:	Relationships and Outcomes	82%
Objective 5:	Inferences and Generalizations	66%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	72%

SUBJECT AREA PERFORMANCE: WRITING

Eighty percent of the Grade 8 students met minimum expectations, and 27 percent mastered all objectives. The objective-level mastery ranged from 49 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 90 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

Ninety-six percent of Grade 8 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. Grade 8 students were required to write a persuasive essay in which they formulated a position on a particular issue and presented convincing reasons in support of that position. Ninety-six percent of the students tested in spring 1997 met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Forty-nine percent of the students achieved mastery by earning a score of 3 or 4. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 8 Scoring Guide For Persuasive Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

Grade 8 Student Performance on Written Composition
Spring 1997

Score	Number Achieving Score	Percent Achieving Score
1	8,561	4%
2	110,304	47%
3	103,515	44%
4	12,901	5%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 547 of the Grade 8 compositions received a rating of 0 (nonscorable). Many of these students wrote off topic (242) or did not attempt the writing task (226).

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 8,561 Grade 8 compositions receiving a score of 1, most (8,416) lacked sufficient support and elaboration to be considered minimally successful. Responses identified as lacking organization and structure totaled 1,406. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 8 students achieved the highest mastery rate (90 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Sixty-three percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 45 percent of the students achieved mastery.

Grade 8 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997

Objective 5:	Sentence Construction	63%
Objective 6:	English Usage	90%
Objective 7:	Use of Spelling, Capitalization, and Punctuation	45%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-five percent of the eighth graders tested met minimum expectations in mathematics, and 29 percent mastered all objectives. Mastery rates ranged from 58 percent (Objective 9: Use of Division to Solve Problems) to 97 percent (Objective 1: Number Concepts).

Grade 8 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts

Objective 1:	Number Concepts	97%
Objective 2:	Algebraic/Mathematical Relations and Functions	84%
Objective 3:	Geometric Properties and Relationships	83%
Objective 4:	Measurement Concepts	83%
Objective 5:	Probability and Statistics	88%

Domain: Operations

Objective 6:	Use of Addition to Solve Problems	85%
Objective 7:	Use of Subtraction to Solve Problems	75%
Objective 8:	Use of Multiplication to Solve Problems	71%
Objective 9:	Use of Division to Solve Problems	58%

Domain: Problem Solving

Objective 10:	Problem Solving Using Estimation	74%
Objective 11:	Problem Solving Using Solution Strategies	60%
Objective 12:	Problem Solving Using Mathematical Representation	66%
Objective 13:	Evaluation of the Reasonableness of a Solution	68%

SUBJECT AREA PERFORMANCE: SCIENCE

Eighty-four percent of the eighth graders not in special education who tested (a total of 235,405 students) met minimum expectations in science, and 20 percent mastered all objectives.

Mastery rates ranged from 45 percent (Objective 7: Draw Conclusions about the Process(es) and/or Outcome(s) of a Scientific Investigation) to 96 percent (Objective 2: Classify Scientific Data and/or Information).

Grade 8 Student Mastery of Science Objectives
Spring 1997

Domain: Acquiring/Classifying Information	
Objective 1: Acquire Data	78%
Objective 2: Classify Information	96%
Domain: Communicating/Interpreting Information	
Objective 3: Communicate Data	51%
Objective 4: Interpret Data	85%
Objective 5: Infer, Generalize, Predict	84%
Domain: Solving Problems-Investigating	
Objective 6: Conduct Investigations	83%
Objective 7: Draw Conclusions	45%
Domain: Solving Problems-Applying Knowledge	
Objective 8: Apply Knowledge	68%

SUBJECT AREA PERFORMANCE: SOCIAL STUDIES

Sixty-seven percent of the eighth graders not in special education who tested (a total of 237,070 students) met minimum expectations in social studies, and 15 percent mastered all objectives. Mastery rates ranged from 45 percent (Objective 9: Make Generalizations/Draw Inferences, Conclusions) to 95 percent (Objective 7: Interpret Social Studies Data).

Grade 8 Student Mastery of Social Studies Objectives
Spring 1997

Domain: Understanding Social Studies Concepts and Information

Objective 1:	Civic Rights and Responsibilities	69%
Objective 2:	American and Other Economic Systems	67%
Objective 3:	American and Other Political Systems	58%
Objective 4:	Geographical Concepts and Information	64%
Objective 5:	Historical Concepts and Information	68%
Objective 6:	Sociological and Cultural Factors	55%

Domain: Evaluating Social Studies Concepts and Information

Objective 7:	Interpret Social Studies Data	95%
Objective 8:	Analyze Relationships in Social Studies	59%
Objective 9:	Make Generalizations/Draw Inferences, Conclusions	45%
Objective 10:	Use Problem-Solving/Decision-Making Skills	68%

GRADE 8 TAAS ITEMS

The following reading, writing, mathematics, science, and social studies items are from the 1997 TAAS Grade 8 tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports**, **demographic performance summary reports**, and a **written composition analytic information summary report** for the 1997 TAAS tests administered to Grade 8 students not in special education.

GRADE 8 READING PASSAGE

Used Books for Sale

Mark decided to procure a book as a birthday present for his older brother. Even though he didn't have much money, he wanted to buy a book that Andy would enjoy. While he was looking through the Saturday newspaper, he found the following ad.

THE BOOKWORM BOOKSTORE'S SUMMERTIME CLEARANCE SALE
USED BOOKS AND MAGAZINES

Reference Books

Yardley's Heritage Dictionary: $11.50
- hardbound with slipcover

Everyday Encyclopedia: $10.95 per volume
- 5 complete sets for sale
- must buy all volumes in set

Himmel's French-to-English Dictionary: $8.00
- perfect for travelers
- includes pronunciation guide

Relaxing Reading

Celebrity biographies (paperbacks only): $5.00 each
- read about well-known sports figures, film stars, presidents, and artists

The Billy Jones Stories, Vols. I-IV: $12.00 per set
- John Wilson's fictional tales bring the Old West to life

Numerous other titles, including mysteries, adventures, and science fiction

Children's Books

Picture books (easy readers): $2.00 each
- simple reading for beginners
- titles include *Sammy and Stella*, *Summer Horses*, and *Kimber's House*

The Elmtown Girls adventure series: $3.00 each or 4 for $10.00
- follow Jenny, Kim, and Sarah as they search for clues and avoid danger
- appropriate for ages 9–15

Looking at the Earth: $8.00 each
- great for learning geography and understanding how different ecosystems work together

Fix-It-Yourself

Car Repairs Today magazines: $1.00 each or 10 for $5.00
- full of helpful hints for the at-home mechanic
- detailed illustrations to help you understand even complicated repairs

Lorilee's Meals for Families book sets: $10.00 each or $20.00 per set
- breakfast, lunch, and dinner volumes available
- recipes for all levels of cooks, from beginner to expert

*Build Your Own...*book sets: $5.00 each or $12.00 per set
- bike rack, doghouse, CD cabinet, and bookshelf volumes available
- each volume has a full list of supplies and estimated cost for each project

Rare Find
Obscure antique books from the turn of the century and earlier

New shipment of books just arrived • Must clear shelves
Saturday & Sunday only • 9 A.M. - 9 P.M.
Free hot dogs on Saturday • Free ice cream on Sunday
Cash or personal checks only, please

154 River Street, next door to Bob's Diner
For directions or more information, call 555-1432

TWO DAYS ONLY - DON'T MISS IT!

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GRADE 8 READING ITEMS

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

11 The characters in *The Elmtown Girls* books are most likely amateur —

4% **A** campers

95% **B*** investigators

1% **C** musicians

1% **D** athletes

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

14 The ad tries to appeal to the reader's desire to —

18% **F** help others

73% **G*** get something free

2% **H** stay healthy and fit

7% **J** be like everyone else

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

15 You can tell from the ad that the Bookworm –

1% **A** is usually closed on the first Sunday of th month

12% **B** has lower prices than other stores that se used books

80% **C*** carries a variety of books and magazines

7% **D** has been in business only a short time

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GRADE 8 WRITING ITEMS

Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.

In the 1930s and 1940s, radio programs told stories much as television does today. Sound effects played an important role. In these programs. (23) Properly executed sound effects helped convey the action as well as the mood of a program's scenes and were relatively easy to make. For example, pounding a coconut shell on sand made a sound. It sounded like a galloping horse. (24) Cellophane crumpled near the microphone passed for a raging fire. Similar types of sounds were changed to fit different scenes and characters. (25) For instance, the sound of footsteps could be varied to portray an angry man or a carefree child. Hearing sound effects often created powerful images in the minds of listeners. More powerful than actually seeing the event. (26)

2% **23** **F** Sound effects played a role in these programs, it was an important role.

12% **G** Sound effects playing an important role in these programs.

84% **H*** Sound effects played an important role in these programs.

1% **J** Correct as is

11% **24** **A** For example, pounding a coconut shell on sand made a sound, and it sounded like a galloping horse.

84% **B*** For example, pounding a coconut shell on sand made a sound like a galloping horse.

2% **C** For example, pounding a coconut shell on sand made a sound when it was a galloping horse.

4% **D** For example, pounding a coconut shell on sand made a sound like a galloping horse pounding on sand.

2% **25** **F** Similar types of sounds were changed. To fit different scenes and characters.

6% **G** Similar types of sounds were changed, they fit different scenes and characters.

2% **H** Similar types of sounds were changed. Fitting different scenes and characters.

90% **J*** Correct as is

65% **26** **A*** Hearing sound effects often created more powerful images in the minds of listeners than actually seeing the event.

22% **B** Hearing sound effects often created powerful images in the minds of listeners, they were more powerful than actually seeing the event.

3% **C** Hearing sound effects often created more powerful images in the minds of listeners. Than actually seeing the event.

10% **D** Correct as is

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GRADE 8 MATHEMATICS ITEMS

Objective 5: The student will demonstrate an understanding of probability and statistics.

5 The chart shows the number of movies seen last year by each student.

Student	Number of Movies
Laura	3
David	6
Carol	8
Melissa	3
Talisha	4
Paul	3

What was the mean (average) number of movies seen last year?

6% **F** 3

4% **G** 3.5

88% **H*** 4.5

2% **J** 5.5

Objective 8: The student will use the operation of multiplication to solve problems.

57 The tip of the minute hand of a clock travels 0.45 centimeter per minute. How far does the tip of the hand travel in 60 minutes?

12
1
2
3
4
5
6
7
8
9
10
11

5% **F** 6.45 cm

5% **G** 7.5 cm

7% **H** 15 cm

7% **J** 25 cm

76% **K*** Not Here

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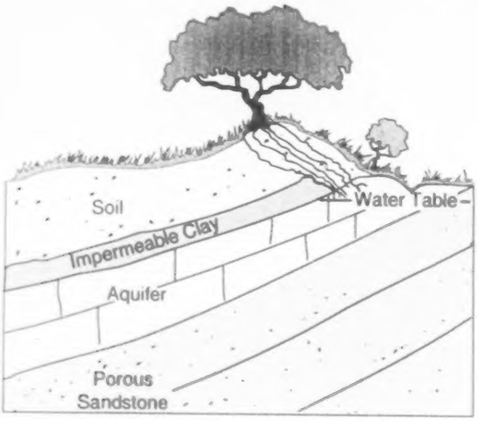
GRADE 8 SCIENCE ITEMS

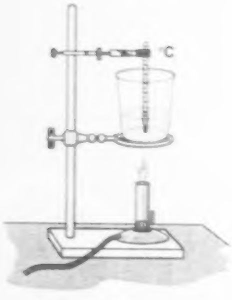
Objective 5: The student will demonstrate the ability to make inferences, form generalized statements, and/or make predictions using scientific data and/or information.



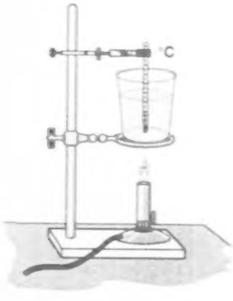
8 The tree roots grew in this manner in response to —

7% **F** gravity
2% **G** heat
2% **H** atmospheric gases
88% **J*** groundwater

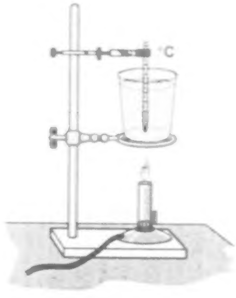
Objective 6: The student will demonstrate the ability to identify a problem, formulate a hypothesis, and design and conduct a scientific investigation.



Q



R



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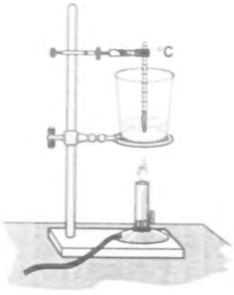

T

13 The temperature of the water in each container is recorded every minute. Which variable is being investigated?

1% **A** The shape of the container
13% **B** The power of the burner
82% **C*** The volume of water heated
4% **D** The exposed surface area

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GRADE 8 SOCIAL STUDIES ITEMS

Objective 8: The student will demonstrate the ability to analyze relationships in social studies.

Use the passage and your knowledge of social studies to answer the following question.

> The Shawnee leader Tecumseh tried to unite many Native American tribes. He wished to prevent the further spread of settlers from the United States into the Ohio-Illinois-Indiana region. His Native American alliance sided with the British when the United States invaded Canada.

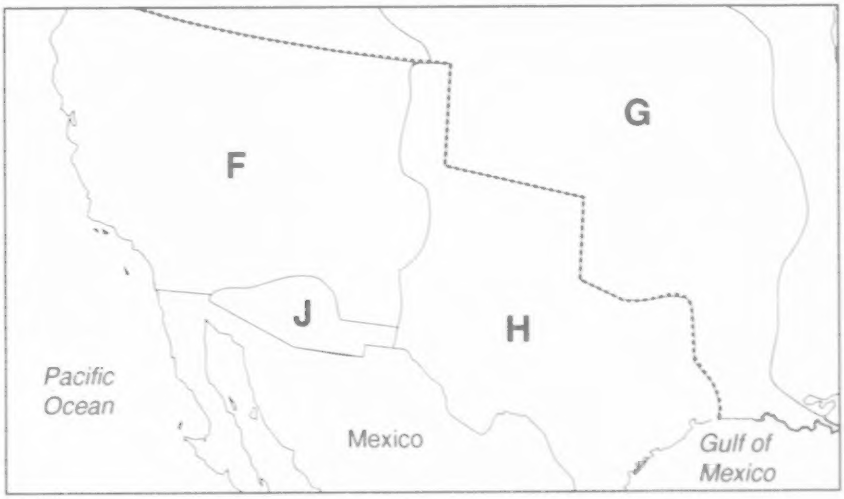
10 For certain Native American tribes, the decision to join with Tecumseh was based on a desire to —

5% **F** expand trade with Canada
12% **G** extend British control of the region
75% **H*** maintain control of their tribal lands
8% **J** protect themselves from other tribes

Objective 5: The student will demonstrate an understanding of historical concepts and information.

Use the map and your knowledge of social studies to answer the following question.

Manifest Destiny — Westward Expansion



12 When the United States acquired Area H, there was a dispute with the government of Mexico over —

14% **F** access to the Mississippi River
13% **G** trade routes along coastal areas
71% **H*** the location of the international boundary
2% **J** mineral rights to the Rocky Mountains

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		179262	75
2. Supporting Ideas		158100	66
3. Summarization		155159	65
4. Relationships and Outcomes		195999	82
5. Inferences and Generalizations		157499	66
6. Point of View, Propaganda, and Fact and Nonfact		170783	72
Number Tested: 237871	Met Minimum Expectations	198015	83
Texas Learning Index (TLI): 8-81.8	Mastered All Objectives	93908	39
MATHEMATICS			
Concepts			
1. Number Concepts		231326	97
2. Algebraic/Mathematical Relations and Functions		199099	84
3. Geometric Properties and Relationships		198388	83
4. Measurement Concepts		196740	83
5. Probability and Statistics		208915	88
Operations			
6. Use of Addition to Solve Problems		202868	85
7. Use of Subtraction to Solve Problems		179396	75
8. Use of Multiplication to Solve Problems		169748	71
9. Use of Division to Solve Problems		138102	58
Problem Solving			
10. Problem Solving Using Estimation		175843	74
11. Problem Solving Using Solution Strategies		142202	60
12. Problem Solving Using Mathematical Representation		156711	66
13. Evaluation of the Reasonableness of a Solution		160591	68
Number Tested: 237708	Met Minimum Expectations	179200	75
Texas Learning Index (TLI): 8-76.7	Mastered All Objectives	69403	29
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		116416	49

Rating:	0	1	2	3	4
Number:	547	8561	110304	103515	12901
Percent:	0	4	47	44	5

		Number	Percent
5. Sentence Construction		148043	63
6. English Usage		211594	90
7. Use of Spelling, Capitalization, and Punctuation		105574	45
Number Tested: 235828	Met Minimum Expectations	188650	80
Average Scale Score: 1631	Mastered All Objectives	63722	27

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	256136	100
Students Absent From All Tests	546	0
Students Exempt From All Tests: LEP	5254	2
Other Students Not Tested	3557	1
Number of Students Tested in:		
Reading, Mathematics	240500	94
Reading, Mathematics, Writing	246501	96
Reading, Mathematics, Writing, Science, Social Studies	246779	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	170612	71
Reading, Mathematics, Writing	162525	66
Reading, Mathematics, Writing, Science, Social Studies	138747	56
Did Not Meet Minimum Expectations On:		
One Test Only	39231	16
Two Tests Only	23163	9
Three Tests Only	17968	7
Four Tests Only	15320	6
All Five Tests	12350	5

Science and Social Studies results can be found on Page 3.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	66	237871	83	8-81.8	61	237708	75	8-76.7	69	235828	80	1631
Male	63	115895	81	8-80.6	59	115760	76	8-76.9	70	114796	75	1604
Female	69	121813	86	8-82.9	64	121786	75	8-76.5	69	120945	84	1657
No Information Provided	50	163	72	8-75.7	46	162	59	8-69.2	49	87	64	1554
Native American	65	652	85	8-82.3	62	651	77	8-76.7	69	636	78	1621
Asian	82	6288	91	8-85.8	73	6304	91	8-83.6	87	6276	88	1712
African American	48	31944	73	8-76.7	46	31889	58	8-70.4	51	31757	69	1575
Hispanic	52	80957	73	8-76.7	46	80906	64	8-72.6	57	80813	70	1576
White	80	117078	92	8-86.5	74	117012	87	8-81.0	80	115830	89	1681
No Information Provided	39	952	61	8-71.6	35	946	48	8-65.5	40	516	50	1499
Economically Disadvantaged: Yes	50	92012	72	8-76.2	45	91911	63	8-72.1	56	91844	69	1570
No	77	143970	91	8-85.4	71	143909	84	8-79.8	77	142593	87	1671
No Information Provided	46	1889	67	8-74.6	43	1888	57	8-68.9	49	1391	62	1558
Title I, Part A: Participants	54	70475	75	8-77.5	49	70417	66	8-73.2	59	70214	71	1588
Nonparticipants	71	165627	87	8-83.7	67	165526	80	8-78.3	74	164348	84	1651
No Information Provided	39	1769	61	8-72.1	36	1765	49	8-66.4	42	1266	55	1529
Migrant: Yes	43	5020	63	8-72.8	36	5019	59	8-70.8	52	5232	61	1542
No	67	231374	84	8-82.0	62	231215	76	8-76.9	70	229641	81	1634
No Information Provided	43	1477	64	8-73.1	39	1474	52	8-67.2	44	955	58	1537
Limited English Proficient: Yes	21	13485	42	8-65.2	21	13520	40	8-64.5	36	13498	38	1469
No	69	222911	86	8-82.8	64	222716	78	8-77.5	71	221374	83	1642
No Information Provided	43	1475	64	8-73.2	39	1472	53	8-67.4	44	956	58	1539
Bilingual: Participants	25	123	46	8-67.6	26	119	46	8-67.2	43	121	43	1477
Nonparticipants	66	236165	83	8-81.9	62	236012	76	8-76.8	70	234649	80	1632
No Information Provided	42	1583	63	8-73.0	39	1577	53	8-67.5	45	1058	57	1537
ESL: Participants	16	9920	36	8-63.1	18	9953	36	8-63.0	33	9916	32	1447
Nonparticipants	68	226399	85	8-82.7	64	226210	77	8-77.4	71	224878	82	1640
No Information Provided	42	1552	63	8-73.0	39	1545	52	8-67.3	44	1034	57	1535
Gifted-Talented: Participants	95	33578	98	8-91.7	88	33589	96	8-86.1	91	33408	97	1793
Nonparticipants	61	202817	81	8-80.2	56	202645	72	8-75.2	64	201452	77	1605
No Information Provided	42	1476	64	8-73.1	39	1474	52	8-67.2	44	968	57	1536
At Risk: Yes	33	82712	64	8-72.6	35	82614	48	8-67.3	42	82486	59	1529
No	84	153620	94	8-86.8	75	153563	90	8-81.9	82	152316	91	1687
No Information Provided	43	1539	64	8-73.3	40	1531	53	8-67.4	45	1026	59	1544
Career/Technology Educ.: Participants	64	42888	83	8-81.2	59	42860	75	8-76.3	68	42844	79	1615
Nonparticipants	67	192385	84	8-82.0	62	192257	76	8-76.9	70	190893	81	1636
No Information Provided	45	2598	68	8-74.7	43	2591	56	8-69.0	49	2091	62	1553
Special Ed. Status Not Provided	43	1474	64	8-73.2	39	1474	53	8-67.3	44	961	58	1539
Oral Administration: Math	23	361	46	8-67.1	25	370	42	8-64.9	36	348	38	1480

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

		Mastering Number	Mastering Percent
SCIENCE			
Acquiring/Classifying Information			
1. Acquire Data		182444	78
2. Classify Information		225709	96
Communicating/Interpreting Information			
3. Communicate Data		120975	51
4. Interpret Data		200463	85
5. Infer, Generalize, Predict		197335	84
Solving Problems - Investigating			
6. Conduct Investigations		194234	83
7. Draw Conclusions		104969	45
Solving Problems - Applying Knowledge			
8. Apply Knowledge		160285	68
Number Tested: 235405	Met Minimum Expectations	197724	84
Average Scale Score: 1582	Mastered All Objectives	47098	20
SOCIAL STUDIES			
Understanding Concepts			
1. Civic Rights and Responsibilities		162783	69
2. American and Other Economic Systems		157715	67
3. American and Other Political Systems		136345	58
4. Geographical Concepts and Information		152850	64
5. Historical Concepts and Information		161693	68
6. Sociological and Cultural Factors		130824	55
Evaluating Concepts			
7. Interpret Social Studies Data		225968	95
8. Analyze Relationships in Social Studies		138985	59
9. Make Generalizations/Draw Inferences, Conclusions		105621	45
10. Use Problem-solving/Decision-making Skills		161260	68
Number Tested: 237070	Met Minimum Expectations	157802	67
Average Scale Score: 1550	Mastered All Objectives	36357	15

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken [R W M S SS]	SCIENCE Number Tested	SCIENCE Pct Met Min Exp	SCIENCE Avg Scale Score	SOCIAL STUDIES Number Tested	SOCIAL STUDIES Pct Met Min Exp	SOCIAL STUDIES Avg Scale Score
All Students Not In Special Ed.		56	235405	84	1582	237070	67	1550
Male		56	114596	85	1590	115476	68	1554
Female		57	120650	83	1574	121433	65	1546
No Information Provided		37	159	69	1536	161	49	1497
Native American		57	642	86	1589	652	69	1553
Asian		73	6279	92	1613	6294	80	1595
African American		35	31458	69	1528	31751	49	1504
Hispanic		39	79834	75	1546	80623	51	1506
White		73	116282	94	1620	116820	82	1590
No Information Provided		30	910	63	1521	930	42	1483
Economic Disadvantaged:	Yes	38	90716	73	1543	91557	49	1503
	No	69	142862	91	1607	143655	78	1580
	No Information Provided	38	1827	69	1539	1858	50	1505
Title I, Part A:	Participants	42	69602	76	1552	70140	52	1512
	Nonparticipants	63	164112	88	1596	165183	73	1567
	No Information Provided	31	1691	63	1525	1747	42	1485
Migrant:	Yes	30	4942	68	1528	5003	40	1481
	No	57	229040	84	1584	230614	67	1552
	No Information Provided	34	1423	65	1529	1453	47	1495
Limited Eng. Proficient:	Yes	13	13306	49	1492	13418	21	1443
	No	59	220676	86	1588	222202	69	1557
	No Information Provided	34	1423	65	1530	1450	47	1496
Bilingual:	Participants	19	124	60	1511	126	37	1471
	Nonparticipants	56	233755	84	1583	235385	67	1550
	No Information Provided	34	1526	65	1529	1559	46	1494
ESL:	Participants	9	9780	44	1482	9873	16	1432
	Nonparticipants	59	224132	86	1587	225671	69	1555
	No Information Provided	33	1493	65	1528	1526	45	1494
Gifted-Talented:	Participants	91	33423	98	1658	33556	94	1652
	Nonparticipants	51	200559	82	1570	202060	62	1533
	No Information Provided	34	1423	65	1529	1454	46	1494
At Risk:	Yes	22	81476	66	1523	82252	37	1478
	No	75	152453	94	1615	153308	83	1589
	No Information Provided	35	1476	66	1534	1510	47	1498
Career/Tech. Ed.:	Participants	54	42425	84	1581	42726	66	1545
	Nonparticipants	57	190467	84	1583	191785	67	1551
	No Information Provided	36	2513	68	1537	2559	49	1502
Special Ed. Status Not Provided		34	1426	65	1529	1453	47	[illegible]
Oral Administration:	Science	26	328	68	1539	324	43	1481
	Social Studies	20	259	65	1534	261	34	1465

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students Not in Special Education		246501	66	13	237871	75	66	65	82	66	72	83	39	8-81.8	56.1	61	235828	49	63	90	45	80	27	1631
Male		120435	63	11	115895	73	63	63	80	64	70	81	37	8-80.6	54.5	59	114796	44	59	89	37	75	21	1604
Female		125882	69	15	121813	77	70	68	84	69	74	86	42	8-82.9	57.6	64	120945	55	67	90	52	84	33	1657
No Information Provided		184	50	7	163	65	53	55	69	53	63	72	29	8-75.7	47.8	46	87	38	44	83	28	64	14	1554
Native American		691	65	11	652	73	66	64	85	68	71	85	37	8-82.3	56.3	62	636	48	62	90	43	78	24	1621
Asian		6414	82	29	6288	81	77	79	89	75	81	91	52	8-85.8	62.9	73	6276	65	75	85	70	88	48	1712
African American		33193	48	5	31944	66	54	55	72	51	60	73	25	8-76.7	47.8	46	31757	38	49	81	38	69	17	1575
Hispanic		84831	52	6	80957	67	55	53	74	51	59	73	25	8-76.7	47.9	46	80813	39	50	84	34	70	17	1576
White		120243	80	20	117078	83	77	76	91	80	84	92	53	8-86.5	63.7	74	115830	59	75	96	53	89	36	1681
No Information Provided		1129	39	5	952	57	47	43	62	43	49	61	20	8-71.6	42.0	35	516	24	36	69	22	50	9	1499
Economically Disadvantaged:	Free Meals	80171	48	5	76168	64	52	50	71	48	56	70	21	8-75.5	46.1	43	76070	36	46	81	32	67	14	1563
	Reduced Meals	14043	64	9	13669	73	64	63	82	64	69	83	34	8-80.8	53.7	57	13617	46	61	90	42	80	23	1615
	Other	2324	46	5	2175	62	53	49	68	44	54	68	21	8-74.5	44.9	40	2157	36	45	80	30	65	14	1558
	No	147793	77	18	143970	82	74	74	89	77	81	91	50	8-85.4	61.9	71	142593	57	72	94	52	87	35	1671
	No Information Provided	2170	46	8	1889	63	52	49	68	49	55	67	25	8-74.6	46.0	43	1391	36	46	77	30	62	16	1558
Title I, Part A	Schoolwide Program Participants	69354	55	8	66566	68	58	56	75	55	62	75	28	8-77.9	49.8	50	66290	42	53	85	37	72	20	1592
	Targeted Assistance Participants	4098	30	1	3904	55	41	37	64	38	46	61	10	8-71.5	40.1	32	3919	26	33	77	19	56	5	1522
	Nonparticipants (Previous Participants)	1764	54	3	1738	66	57	54	78	54	64	80	21	8-77.9	48.6	47	1707	37	49	87	29	73	11	1572
	Homeless Participants at Non Title I Schools	6	17	0	5	40	20	20	20	0	20	40	0	8-64.4	31.5	19	5	20	0	60	0	20	0	1432
	Nonparticipants (Not Previous Participants)	169220	72	16	163889	79	71	70	86	72	77	87	45	8-83.8	59.2	67	162641	53	68	92	49	84	31	1651
	No Information Provided	2059	39	5	1769	58	47	43	63	43	49	61	20	8-72.1	42.6	36	1266	29	38	73	26	55	11	1529
Migrant:	Yes	5478	43	4	5020	60	49	44	66	40	49	63	17	8-72.8	42.6	36	5232	32	40	77	27	61	12	1542
	No	239290	67	13	231374	76	67	66	83	67	72	84	40	8-82.0	56.4	62	229641	50	63	90	45	81	27	1634
	No Information Provided	1733	43	6	1477	60	49	46	65	46	53	64	22	8-73.1	44.1	39	955	31	43	75	27	58	13	1537
Limited English Proficient:	Yes	14426	21	1	13485	47	31	30	46	23	31	42	7	8-65.2	33.3	21	13498	19	21	57	15	38	4	1469
	No	230343	69	14	222911	77	69	68	85	69	74	86	42	8-82.8	57.5	64	221374	51	65	92	47	83	28	1642
	No Information Provided	1732	43	6	1475	60	49	47	65	46	53	64	22	8-73.2	44.2	39	956	31	44	76	27	58	13	1539
Bilingual/ESL Program:	Bilingual	133	25	2	123	53	36	36	46	32	41	46	15	8-67.6	36.6	26	121	17	34	58	21	43	6	1477
	ESL	10693	16	1	9920	44	27	26	41	19	26	36	5	8-63.1	30.9	18	9916	15	17	52	12	32	2	1447
	Neither	233832	68	14	226252	77	68	67	84	68	74	85	41	8-82.7	57.3	64	224737	51	65	91	46	82	28	1640
	No Information Provided	1795	42	6	1536	60	49	46	65	45	52	63	22	8-73.0	44.0	39	1021	30	44	75	26	57	13	1536
Gifted-Talented Program:	Participants	34047	95	43	33578	94	90	91	97	92	94	98	77	8-91.7	74.8	88	33408	77	91	99	80	97	64	1793
	Nonparticipants	210720	61	8	202817	72	63	61	80	62	68	81	33	8-80.2	53.1	56	201452	45	58	88	39	77	21	1605
	No Information Provided	1734	42	6	1476	60	49	46	65	46	52	64	22	8-73.1	44.0	39	968	31	43	75	26	57	13	1536
At-Risk:	Yes	87034	33	1	82712	59	44	42	65	41	49	64	13	8-72.6	41.7	35	82486	28	37	79	22	59	7	1529
	No	157677	84	20	153620	85	79	78	92	80	84	94	54	8-86.8	63.9	75	152316	61	77	96	57	91	38	1687
	No Information Provided	1790	43	7	1539	60	51	47	66	47	53	64	24	8-73.3	44.6	40	1026	33	45	77	29	59	14	1544
Career/Technology Education	Elective	42010	64	11	40471	74	65	63	82	65	71	83	37	8-81.2	54.8	59	40419	46	60	90	41	79	23	1615
	Coherent Sequence	2462	63	11	2381	73	63	62	82	64	69	82	35	8-81.0	54.4	58	2389	47	62	90	40	79	23	1625
	Tech Prep	37	49	3	36	39	64	53	78	56	64	72	14	8-77.5	47.6	46	36	22	42	92	8	61	8	1530
	No	199007	67	14	192385	76	67	66	83	67	72	84	40	8-82.0	56.5	62	190893	50	64	90	46	81	28	1636
	No Information Provided	2985	45	6	2598	62	52	50	68	49	54	68	24	8-74.7	46.1	43	2091	33	47	78	29	62	14	1553

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRiNG 1997
GRADE 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not in Special Education		246501	66	13	237708	97	84	83	83	88	85	75	71	58	74	60	66	68	75	29	8-76.7	60.7	69
Male		120435	63	11	115760	97	85	84	85	87	83	75	70	59	76	62	65	69	76	30	8-76.9	61.2	70
Female		125882	69	15	121786	98	83	83	80	89	87	76	73	57	72	58	67	66	75	28	8-76.5	60.2	69
No Information Provided		184	50	7	162	93	73	69	67	71	75	61	58	44	59	44	52	49	59	15	8-69.2	49.5	49
Native American		691	65	11	651	96	85	86	86	88	86	76	71	58	74	61	66	66	77	27	8-76.7	60.3	69
Asian		6414	82	29	6304	99	93	93	91	95	94	89	88	79	88	81	85	83	91	54	8-83.6	74.1	87
African American		33193	48	5	31889	95	73	72	72	81	79	64	57	43	59	42	50	49	58	14	8-70.4	50.4	51
Hispanic		84831	52	6	80906	96	76	77	77	82	82	68	63	48	66	48	53	59	64	19	8-72.6	53.7	57
White		120243	80	20	117012	99	91	91	89	94	89	83	80	68	83	72	78	78	87	40	8-81.0	67.8	80
No Information Provided		1129	39	5	946	90	62	63	66	68	68	51	48	35	54	35	41	44	48	11	8-65.5	44.4	40
Economically Disadvantaged	Free Meals	80171	48	5	76086	95	75	74	75	80	80	66	60	46	63	45	50	55	61	16	8-71.4	52.0	54
	Reduced Meals	14043	64	9	13653	98	83	83	82	89	85	75	70	55	72	57	64	65	74	25	8-76.0	58.9	66
	Other	2324	46	5	2172	96	74	76	76	77	78	62	58	44	62	41	47	54	59	14	8-70.5	50.6	51
	No	147793	77	18	143909	98	89	89	87	92	89	81	78	65	80	69	75	75	84	37	8-79.8	65.8	77
	No Information Provided	2170	46	8	1888	92	69	72	71	73	72	58	55	41	60	43	49	51	57	16	8-68.9	49.3	49
Title I, Part A	Schoolwide Program Participants	69354	55	8	66514	96	78	78	79	83	83	71	66	51	68	51	55	61	67	21	8-73.6	55.5	60
	Targeted Assistance Participants	4098	30	1	3898	95	67	70	69	79	74	60	48	35	51	27	34	42	46	5	8-67.0	44.8	40
	Nonparticipants (Previous Participants)	1764	54	3	1732	97	80	78	75	87	81	70	63	48	66	45	56	58	68	13	8-73.0	53.1	56
	Homeless Participants at Non Title I Schools	6	17	0	5	100	60	80	80	80	60	40	40	60	60	40	20	80	40	20	8-65.4	42.6	36
	Nonparticipants (Not Previous Participants)	169220	72	16	163794	98	87	86	85	90	87	78	75	62	77	65	71	71	80	33	8-78.4	63.5	74
	No Information Provided	2059	39	5	1765	91	64	68	68	68	69	52	50	36	55	36	41	46	49	12	8-66.4	45.6	42
Migrant	Yes	5478	43	4	5019	96	72	74	74	79	80	67	60	46	63	43	45	55	59	16	8-70.8	51.2	52
	No	239290	67	13	231215	97	84	84	83	88	86	76	72	58	74	60	67	68	76	30	8-76.9	61.0	70
	No Information Provided	1733	43	6	1474	90	65	69	69	70	69	54	51	38	57	40	45	48	52	13	8-67.2	46.8	44
Limited English Proficient	Yes	14426	21	1	13520	92	60	62	65	65	71	52	48	34	49	28	29	41	40	8	8-64.5	42.5	36
	No	230343	69	14	222716	98	85	85	84	89	86	77	73	60	76	62	68	69	78	31	8-77.5	61.9	71
	No Information Provided	1732	43	6	1472	90	66	69	70	70	69	54	51	38	58	40	45	48	53	13	8-67.4	47.0	44
Bilingual/ESL Program	Bilingual	133	25	2	119	94	64	70	72	74	71	55	49	42	54	33	37	50	46	14	8-67.2	46.5	43
	ESL	10693	16	1	9953	92	56	59	63	62	69	49	45	32	47	26	25	38	36	6	8-63.0	40.6	33
	Neither	233832	68	14	226067	98	85	85	84	89	86	77	73	59	75	61	68	69	77	30	8-77.4	61.7	71
	No Information Provided	1795	42	6	1528	90	66	69	69	70	70	53	52	38	58	40	45	48	53	13	8-67.4	47.1	45
Gifted-Talented Program	Participants	34047	95	43	33589	100	97	95	95	98	96	92	93	83	93	89	93	90	96	63	8-86.1	78.8	91
	Nonparticipants	210720	61	8	202645	97	82	82	81	86	84	73	68	54	71	55	62	64	72	24	8-75.2	57.8	64
	No Information Provided	1734	42	6	1474	90	65	69	69	70	69	53	52	37	57	40	45	48	52	13	8-67.2	46.7	44
At-Risk	Yes	87034	33	1	82614	95	68	70	70	76	74	56	48	35	53	32	38	44	48	7	8-67.3	45.5	42
	No	157677	84	20	153563	99	93	91	90	94	92	86	84	71	86	75	81	80	90	41	8-81.9	69.0	82
	No Information Provided	1790	43	7	1531	90	65	69	68	69	70	54	51	39	58	40	46	48	53	14	8-67.4	47.1	45
Career/Technology Education	Elective	42010	64	11	40449	97	84	84	83	87	84	74	70	57	73	59	65	67	75	27	8-76.3	59.8	68
	Coherent Sequence	2462	63	11	2374	97	83	82	82	87	83	72	68	53	71	56	64	65	73	26	8-75.8	58.9	66
	Tech Prep	37	49	3	37	97	78	86	92	86	95	89	65	62	81	59	70	59	78	30	8-77.4	60.9	70
	No	199007	67	14	192257	97	84	84	83	88	86	76	72	59	74	60	66	68	76	30	8-76.9	61.1	70
	No Information Provided	2985	45	6	2591	92	69	71	71	73	73	58	55	41	60	43	48	51	56	15	8-69.0	49.2	49

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SCIENCE											
					ACQUIRING/CLASSIFYING INFORMATION		COMMUNICATING/INTERPRETING INFORMATION			SOLVING PROBLEMS - INVESTIGATING		SOLVING PROBLEMS - APPLYING KNOWLEDGE				
					1	2	3	4	5	6	7	8				
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	ACQUIRE DATA	CLASSIFY INFORMATION	COMMUNICATE DATA	INTERPRET DATA	INFER GENERALIZE PREDICT	CONDUCT INVESTIGATIONS	DRAW CONCLUSIONS	APPLY KNOWLEDGE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
					Percent Of Students Demonstrating Objective Mastery											
All Students Not In Special Education		246779	56	4	235405	78	96	51	85	84	83	45	68	84	20	1582
Male		120581	56	4	114596	79	95	57	87	85	83	45	71	85	24	1590
Female		126012	57	4	120650	76	97	46	84	83	82	44	65	83	16	1574
No Information Provided		186	37	2	159	68	87	43	75	73	70	31	57	69	11	1536
Native American		691	57	3	642	79	96	55	86	86	82	49	74	86	22	1589
Asian		6416	73	10	6279	85	97	57	91	91	89	54	76	92	29	1613
African American		33241	35	1	31458	62	93	39	76	75	70	27	47	69	7	1528
Hispanic		84971	39	1	79834	68	95	45	79	79	74	33	55	75	11	1546
White		120513	73	7	116282	88	97	59	92	89	92	57	82	94	30	1620
No Information Provided		1147	30	2	910	61	89	38	73	70	63	27	48	63	7	1521
Economically Disadvantaged	Free Meals	80334	35	1	75049	65	94	43	77	77	71	30	51	71	9	1528
	Reduced Meals	14047	53	2	13532	77	96	49	85	84	82	42	66	85	17	1574
	Other	2327	34	1	2135	66	94	44	74	77	73	29	50	71	9	1536
	No	147877	69	6	142862	84	97	56	90	88	89	53	77	91	26	1607
	No Information Provided	2194	38	2	1827	66	91	41	77	74	71	33	54	69	11	1539
Title I, Part A	Schoolwide Program Participants	69438	43	2	65740	70	95	46	80	80	75	36	57	76	13	1554
	Targeted Assistance Participants	4108	18	0	3857	58	93	40	76	70	64	22	47	65	5	1519
	Nonparticipants (Previous Participants)	1764	39	1	1720	71	96	48	83	80	77	33	61	79	11	1554
	Homeless Participants at Non Title I Schools	6	17	0	5	60	100	0	60	40	60	20	60	60	0	1508
	Nonparticipants (Not Previous Participants)	169381	63	5	162392	81	96	54	88	86	86	49	73	88	23	1596
	No Information Provided	2082	31	2	1691	61	90	39	73	71	64	29	50	63	9	1525
Migrant	Yes	5489	30	1	4942	62	94	43	75	75	67	27	48	68	7	1528
	No	239532	57	4	229040	78	96	52	85	84	83	45	69	84	20	1584
	No Information Provided	1758	34	2	1423	63	90	39	75	71	66	30	52	65	9	1529
Limited English Proficient	Yes	14460	13	0	13306	53	91	35	65	66	53	15	34	49	3	1492
	No	230565	59	4	220676	79	96	52	86	85	84	46	70	86	21	1588
	No Information Provided	1754	34	2	1423	63	90	39	75	71	66	31	52	65	10	1530
Bilingual/ESL Program	Bilingual	135	19	0	124	64	95	34	69	69	55	21	40	60	6	1511
	ESL	10723	9	0	9780	50	90	33	62	64	48	12	29	44	2	1482
	Neither	234054	59	4	223983	79	96	52	86	85	84	46	70	86	21	1587
	No Information Provided	1819	34	2	1478	63	90	39	74	72	66	30	51	65	9	1529
Gifted Talented Program	Participants	34051	91	17	33423	93	99	67	95	95	96	70	88	98	44	1658
	Nonparticipants	210971	51	2	200559	75	95	49	84	82	80	40	65	82	16	1570
	No Information Provided	1757	34	2	1423	63	90	40	75	71	66	30	52	65	9	1529
At-Risk	Yes	87194	22	0	81476	60	93	40	75	72	67	24	48	66	6	1523
	No	157772	75	6	152453	87	97	58	91	90	91	56	79	94	28	1615
	No Information Provided	1813	35	2	1476	63	90	41	75	72	66	32	53	66	11	1534
Career/Technology Education	Elective	42052	54	3	40050	78	96	52	85	84	83	44	69	84	20	1582
	Coherent Sequence	2464	51	3	2339	75	96	49	85	84	81	41	66	83	18	1575
	Tech Prep	37	46	0	36	78	94	36	86	73	75	44	56	78	6	1554
	No	199214	57	4	190467	78	96	51	85	84	83	45	68	84	20	1583
	No Information Provided	3012	36	2	2513	64	91	42	76	73	69	32	55	68	12	1537

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES													
						UNDERSTANDING CONCEPTS						EVALUATING CONCEPTS						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CIVIC RIGHTS AND RESPONSIBILITIES	2 AMERICAN AND OTHER ECONOMIC SYSTEMS	3 AMERICAN AND OTHER POLITICAL SYSTEMS	4 GEOGRAPHICAL CONCEPTS AND INFORMATION	5 HISTORICAL CONCEPTS AND INFORMATION	6 SOCIOLOGICAL AND CULTURAL FACTORS	7 INTERPRET SOCIAL STUDIES DATA	8 ANALYZE RELATIONSHIPS IN SOCIAL STUDIES	9 MAKE GENERALIZATIONS/DRAW INFERENCES/CONCLUSIONS	10 USE PROBLEM-SOLVING/DECISION-MAKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent Of Students Demonstrating Objective Mastery												
All Students Not In Special Education		246779	56	4	237070	69	67	58	64	68	55	95	59	45	68	67	15	1550
Male		120581	56	4	115476	68	69	59	69	70	54	95	63	44	67	68	17	1554
Female		126012	57	4	121433	69	64	56	60	67	57	95	55	45	69	65	14	1546
No Information Provided		186	37	2	161	57	52	46	52	51	45	87	47	34	52	49	10	1497
Native American		691	57	3	652	71	69	58	65	69	54	96	63	46	69	69	16	1553
Asian		6416	73	10	6294	73	77	72	74	80	64	98	70	59	78	80	26	1595
African American		33241	35	1	31751	57	54	47	47	56	41	92	44	37	57	49	7	1504
Hispanic		84971	39	1	80623	59	53	46	54	55	46	93	45	33	56	51	7	1506
White		120313	73	7	116820	78	79	68	76	80	65	98	71	54	79	82	23	1590
No Information Provided		1147	30	2	930	54	47	39	45	45	40	86	42	32	48	42	6	1483
Economically Disadvantaged:	Free Meals	80334	35	1	75769	57	51	44	50	52	43	92	42	30	53	47	5	1497
	Reduced Meals	14047	53	2	13634	67	64	54	62	66	52	96	56	40	66	64	11	1537
	Other	2327	34	1	2154	56	49	41	48	51	43	91	42	30	52	45	5	1493
	No	147877	69	6	143655	76	76	65	73	77	62	97	68	53	76	78	21	1580
	No Information Provided	2194	38	2	1858	58	54	45	51	54	44	89	48	35	56	50	9	1505
Title I, Part A:	Schoolwide Program Participants	69438	43	2	66255	61	56	48	55	58	48	93	46	34	58	53	8	1514
	Targeted Assistance Participants	4108	18	0	3880	47	45	34	44	42	31	89	35	22	44	33	2	1469
	Nonparticipants (Previous Participants)	1764	39	1	1729	60	57	43	53	60	43	94	49	33	57	53	6	1509
	Homeless Participants at Non Title I Schools	6	17	0	5	20	40	40	20	20	60	40	0	0	40	20	0	1412
	Nonparticipants (Not Previous Participants)	169381	63	5	163454	73	72	62	69	73	59	96	64	50	73	73	19	1567
	No Information Provided	2082	31	2	1747	55	48	41	46	46	40	87	42	31	49	42	6	1485
Migrant:	Yes	5489	30	1	5003	52	45	40	48	46	39	90	38	24	48	40	4	1481
	No	239532	57	4	230614	69	67	58	65	69	56	95	59	45	69	67	16	1552
	No Information Provided	1758	34	2	1453	56	52	42	49	50	42	88	46	34	52	47	7	1495
Limited English Proficient:	Yes	14460	13	0	13418	39	30	30	37	30	29	85	26	17	32	21	1	1443
	No	230565	59	4	222202	71	69	59	66	71	57	96	61	46	70	69	16	1557
	No Information Provided	1754	34	2	1450	57	52	43	49	51	43	88	47	34	52	47	7	1496
Bilingual/ESL Program:	Bilingual	135	19	0	126	47	44	41	44	47	40	87	30	25	45	37	2	1471
	ESL	10723	9	0	9873	36	27	28	34	26	26	83	22	15	28	16	1	1432
	Neither	234054	59	4	225520	70	68	59	66	70	57	96	60	46	70	69	16	1555
	No Information Provided	1819	34	2	1510	56	51	42	48	50	43	88	46	34	51	46	7	1494
Gifted-Talented Program:	Participants	34051	91	17	33556	89	89	83	86	92	81	99	83	75	89	94	43	1652
	Nonparticipants	210971	51	2	202060	65	63	53	61	64	51	95	55	40	65	62	11	1533
	No Information Provided	1757	34	2	1454	57	52	42	48	50	42	88	46	34	52	46	7	1494
At-Risk:	Yes	87194	22	0	82252	50	46	37	46	45	35	90	38	25	47	37	3	1478
	No	157772	75	6	153308	79	78	69	75	81	66	98	70	55	80	83	22	1589
	No Information Provided	1813	35	2	1510	58	52	43	49	51	43	88	47	35	52	47	8	1498
Career/Technology Education:	Elective	42052	54	3	40311	68	66	56	65	68	54	95	59	43	68	66	14	1546
	Coherent Sequence	2464	51	3	2379	67	64	53	60	63	50	94	56	44	64	61	12	1537
	Tech Prep	37	46	0	36	61	58	58	69	58	39	92	64	33	56	69	0	1514
	No	199214	57	4	191785	69	67	58	65	69	56	95	59	45	68	67	16	1551
	No Information Provided	3012	36	2	2559	60	52	45	50	53	43	89	47	36	53	49	8	1502

TEXAS ASSESSMENT OF ACADEMIC SKILLS
WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	1
Lacked language control	68	266
Lacked organization/structure	28	1406
Lacked support/elaboration	124	8416
Drifted from specified purpose	8	312
Used wrong purpose	161	116
Drifted from specified topic	0	171
Wrote off topic	242	
No writing attempted	226	
Indecipherable response	31	
Insufficient response to specified task	48	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	547	8561	110304	103515	12901	235828
PERCENT:	0	4	47	44	5	

GRADE 7 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Seventy-four percent of the 242,808 Grade 7 students not in special education who tested in spring 1997 met minimum expectations on all tests taken (reading and mathematics). Twenty-two percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 84 percent in reading and 79 percent in mathematics.

The table below provides the number of Grade 7 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 7 is represented by a TLI score of 7-70 in reading and mathematics.

Grade 7 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average TLI Score
Reading	240,464	84%	56%	7-82.2
Mathematics	240,195	79%	24%	7-77.6

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of seventh graders tested who achieved Academic Recognition.

Grade 7 Academic Recognition by Subject Area
Spring 1997

Reading	25.1%
Mathematics	11.5%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the 240,464 students tested met minimum expectations on the reading test, and 56 percent mastered all objectives. The percentage of students mastering each objective ranged from 71 to 91 percent. Grade 7 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 7 students achieving mastery on each reading objective for the spring 1996 administration.

Grade 7 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	91%
Objective 2:	Supporting Ideas	82%
Objective 3:	Summarization	71%
Objective 4:	Relationships and Outcomes	88%
Objective 5:	Inferences and Generalizations	72%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	82%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-nine percent of the 240,195 students tested met minimum expectations in mathematics, and 24 percent mastered all objectives. Mastery rates ranged from 55 percent (Objective 11: Problem Solving Using Solution Strategies) to 92 percent (Objective 1: Number Concepts).

Grade 7 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts		
Objective 1:	Number Concepts	92%
Objective 2:	Algebraic/Mathematical Relations and Functions	81%
Objective 3:	Geometric Properties and Relationships	87%
Objective 4:	Measurement Concepts	79%
Objective 5:	Probability and Statistics	71%
Domain: Operations		
Objective 6:	Use of Addition to Solve Problems	83%
Objective 7:	Use of Subtraction to Solve Problems	79%
Objective 8:	Use of Multiplication to Solve Problems	80%
Objective 9:	Use of Division to Solve Problems	62%

Domain: Problem Solving

Objective 10:	Problem Solving Using Estimation	72%
Objective 11:	Problem Solving Using Solution Strategies	55%
Objective 12:	Problem Solving Using Mathematical Representation	65%
Objective 13:	Evaluation of the Reasonableness of a Solution	61%

GRADE 7 TAAS ITEMS

The following items are from the 1997 TAAS Grade 7 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 7 students not in special education.

GRADE 7 READING PASSAGE

Adventure in the Cliff Dwellings

Josie was thrilled to travel all the way to Colorado to visit her cousin Maria. When Josie arrived in Denver, she discovered that Uncle Anthony, Aunt Emily, and Maria had compiled an interesting list of sight-seeing trips for Josie's visit.

Josie's stay began with a visit to the ancient cliff dwellings of the Anasazi people in Mesa Verde National Park in southwestern Colorado. Josie had read about the Anasazi, ancestors of the Pueblo people. She was delighted at the prospect of seeing and exploring the cliff dwellings.

When Josie and her relatives reached the rim of Cliff Canyon inside the park, Josie looked out at the dwellings that had been cut into the face of the sand-colored cliffs and gasped. They were even more fascinating than she had imagined.

When they arrived at the entrance to the dwellings, Josie was disappointed that they were required to go with a tour led by a park ranger. However, the steep climb down the face of the cliff was as exciting as Aunt Emily had promised. Parts of the path consisted of wooden ladders built up against the sheer cliff wall.

Josie stepped off the last ladder rung into a large chamber with a low ceiling and joined the group as they gathered in front of the park ranger. The ranger explained that they were standing in a common living area that had been used by many families when social gatherings were held. He pointed out entrances to sleeping chambers on either side and to a food storage room above.

As the ranger described the Anasazi way of life, Josie noticed he had a worried look on his face. She turned to look outside and saw black clouds gathering on the rim of the other side of the canyon.

"Well, folks," said the ranger as he finished his talk, "there's a storm beginning over on the opposite rim, and it could reach here pretty soon. We're going to leave now because it will take about twenty minutes to reach the top. We could be stuck here for a while if we're not out before the storm arrives. Are there any experienced climbers here?"

Uncle Anthony raised his hand.

"You go in front, and I'll bring up the rear," said the ranger. "Now remember, don't rush. Stay together, move carefully, and help each other as much as you can."

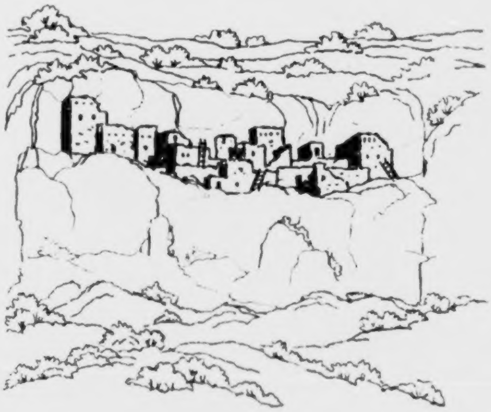
As she climbed, Josie saw lightning bolts flashing across black clouds at the opposite rim, followed by muffled booms of thunder. A cold wind began to blow, and Josie was glad that Uncle Anthony had insisted they bring sweatshirts.

As the sky darkened and the wind grew stronger, Josie struggled to keep her attention focused on the climb. She breathed a sigh of relief when two rangers appeared on the path ahead. However, her relief changed to dismay when the rain began. Josie stopped and closed her eyes when a tremendous clap of thunder echoed across the cliffs. She had never heard thunder that loud before.

Josie felt Maria's hand clasping hers. "Don't worry," said one of the rangers who had just met the group. "The ladder up to the rim is just around that bend. Pay attention to your feet and keep on walking. We're here to help you."

Exhausted and drenched to the skin, Josie pulled herself up the last ladder. Uncle Anthony was waiting at the top to help her onto the canyon rim. After he helped Maria and Aunt Emily up, a ranger took over.

Josie's knees were shaking, but she breathlessly exclaimed, "Hey, we just had our own real-life adventure!"



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GRADE 7 READING ITEMS

Objective 3: The student will summarize a variety of written texts.

16 Which of the following is the best summary of this passage?

12% **F** Josie's aunt and uncle planned some sight-seeing trips for her during her stay in Colorado.

6% **G** Josie and Maria climbed to safety after a storm interrupted their tour of a national park.

6% **H** Josie learned that the Anasazi people lived many years ago in cliff dwellings in southwestern Colorado.

75% **J*** Josie visited her cousin in Colorado and had an adventure when they toured the cliff dwellings.

Objective 2: The student will identify supporting ideas in a variety of written texts.

18 When did Josie notice the storm developing?

4% **F** Before the group gathered in the living area

85% **G*** While the ranger was talking to the group

7% **H** When it began to rain and thunder

4% **J** After two rangers came to meet the group

Objective 1: The student will determine the meaning of words in a variety of written texts.

23 In this passage, the word compiled means —

4% **A** saved for

92% **B*** put together

3% **C** gone on

1% **D** given up

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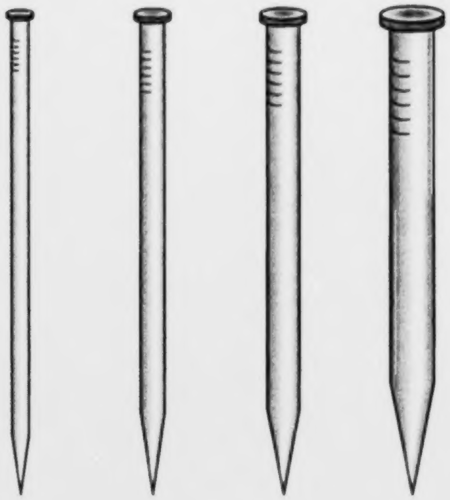
Objective 1: The student will demonstrate an understanding of number concepts.

6 Nails are sold in several sizes. At a hardware store the nails are arranged by width. Which shows the widths in correct order from least to greatest?



6% **A** 0.127 in., 0.115 in., 0.102 in., 0.083 in.

2% **B** 0.083 in., 0.127 in., 0.115 in., 0.102 in.

2% **C** 0.102 in., 0.083 in., 0.115 in., 0.127 in.

91% **D*** 0.083 in., 0.102 in., 0.115 in., 0.127 in.

Objective 7: The student will use the operation of subtraction to solve problems.

48 The average person eats 1095 pounds of groceries a year. Mark ate 1122 pounds of groceries last year. How much more did Mark eat than the average person?

4% **A** 173 lb

5% **B** 37 lb

2% **C** 33 lb

79% **D*** 27 lb

9% **E** Not Here

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 07
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	217906	91
2. Supporting Ideas	197089	82
3. Summarization	170406	71
4. Relationships and Outcomes	211002	88
5. Inferences and Generalizations	173783	72
6. Point of View, Propaganda, and Fact and Nonfact	197084	82
Number Tested: 240464 / Met Minimum Expectations	201888	84
Texas Learning Index (TLI): 7-82.2 / Mastered All Objectives	134453	56
MATHEMATICS		
Concepts		
1. Number Concepts	220682	92
2. Algebraic/Mathematical Relations and Functions	195148	81
3. Geometric Properties and Relationships	208241	87
4. Measurement Concepts	189708	79
5. Probability and Statistics	170827	71
Operations		
6. Use of Addition to Solve Problems	198476	83
7. Use of Subtraction to Solve Problems	189593	79
8. Use of Multiplication to Solve Problems	192830	80
9. Use of Division to Solve Problems	148646	62
Problem Solving		
10 Problem Solving Using Estimation	173037	72
11 Problem Solving Using Solution Strategies	133122	55
12 Problem Solving Using Mathematical Representation	156910	65
13 Evaluation of the Reasonableness of a Solution	145610	61
Number Tested: 240195 / Met Minimum Expectations	189394	79
Texas Learning Index (TLI): 7-77.6 / Mastered All Objectives	58569	24

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	252495	100
Students Absent From All Tests	2477	1
Students Exempt From All Tests: LEP	6935	3
Other Students Not Tested	275	0
Number of Students Tested	242808	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	180149	74
Did Not Meet Minimum Expectations On:		
One Test Only	35941	15
Both Tests	26718	11

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students Not In Special Ed.	74	240464	84	7-82.2	63	240195	79	7-77.6	70
Male	72	117081	81	7-80.6	59	116950	78	7-77.4	70
Female	76	123269	87	7-83.6	67	123129	80	7-77.8	70
No Information Provided	42	114	58	7-70.9	34	116	49	7-67.5	43
Native American	75	615	86	7-82.8	65	610	79	7-77.9	71
Asian	87	6244	90	7-86.1	74	6254	93	7-83.8	86
African American	57	32627	74	7-77.2	48	32558	63	7-71.6	53
Hispanic	63	82943	74	7-77.3	49	82838	70	7-74.0	59
White	87	117392	93	7-86.8	75	117286	89	7-81.5	80
No Information Provided	43	643	59	7-71.0	35	649	49	7-66.8	41
Economic Disadvantaged: Yes	61	101187	74	7-77.0	48	101042	68	7-73.5	58
No	84	137714	92	7-86.0	73	137590	87	7-80.7	78
No Information Provided	56	1563	72	7-76.5	49	1563	62	7-71.4	54
Title I, Part A: Participants	64	71652	75	7-77.9	51	71552	71	7-74.5	61
Nonparticipants	79	166984	88	7-84.1	68	166821	83	7-79.0	74
No Information Provided	49	1828	64	7-73.2	40	1822	55	7-69.1	47
Migrant: Yes	53	4982	63	7-72.7	37	4985	64	7-72.1	54
No	75	234346	84	7-82.4	64	234078	79	7-77.7	70
No Information Provided	48	1136	64	7-73.4	41	1132	54	7-68.6	46
Limited Eng. Proficient: Yes	32	16163	43	7-65.1	22	16194	48	7-66.7	40
No	77	223128	87	7-83.4	66	222828	81	7-78.4	72
No Information Provided	49	1173	64	7-73.6	41	1173	55	7-68.8	47
Bilingual: Participants	36	225	51	7-66.9	25	227	49	7-67.5	42
Nonparticipants	74	239011	84	7-82.2	63	238738	79	7-77.6	70
No Information Provided	48	1228	64	7-73.2	40	1230	55	7-68.8	47
ESL: Participants	27	12305	38	7-63.0	19	12330	43	7-65.4	37
Nonparticipants	77	226963	87	7-83.2	66	226670	81	7-78.3	72
No Information Provided	48	1196	63	7-73.2	40	1195	55	7-68.8	47
Gifted-Talented: Participants	97	34289	98	7-91.8	88	34249	97	7-86.5	91
Nonparticipants	71	205035	82	7-80.6	58	204808	76	7-76.1	65
No Information Provided	48	1140	64	7-73.4	41	1138	54	7-68.7	47
At Risk: Yes	46	79693	64	7-72.5	35	79592	55	7-69.2	46
No	89	159519	94	7-87.0	75	159356	91	7-81.9	80
No Information Provided	50	1252	66	7-74.0	43	1247	56	7-69.2	48
Career/Tech. Ed.: Participants	73	32210	83	7-81.5	61	32157	78	7-77.1	69
Nonparticipants	75	205936	84	7-82.3	63	205728	79	7-77.7	70
No Information Provided	54	2318	68	7-75.3	45	2310	61	7-70.8	52
Special Ed. Status Not Provided	48	1121	64	7-73.4	41	1116	54	7-68.6	46
Oral Administration: Math	36	555	54	7-68.0	27	573	51	7-67.6	42

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery										
All Students Not In Special Education		242808	74	22	240464	91	82	71	88	72	82	84	56	7-82.2	56.9	63
Male		118375	72	21	117081	89	81	66	85	69	79	81	52	7-80.6	54.6	59
Female		124316	76	22	123269	92	83	75	90	76	85	87	60	7-83.6	59.1	67
No Information Provided		117	42	6	114	73	60	49	68	45	63	58	28	7-70.9	41.0	34
Native American		620	75	23	615	92	84	73	88	77	81	86	60	7-82.8	57.9	65
Asian		6277	87	41	6244	92	88	83	93	82	87	90	69	7-86.1	63.7	74
African American		32957	57	9	32627	86	72	60	81	59	73	74	41	7-77.2	49.1	48
Hispanic		83901	63	12	82943	84	73	60	82	60	72	74	42	7-77.3	49.3	49
White		118379	87	31	117392	97	91	81	94	84	92	93	70	7-86.8	64.2	75
No Information Provided		674	43	6	643	74	60	47	68	47	61	59	31	7-71.0	41.8	35
Economically Disadvantaged:	Free Meals	84844	59	10	83760	83	71	57	80	57	70	72	38	7-76.2	47.7	46
	Reduced Meals	15255	74	18	15138	91	82	70	88	71	82	85	53	7-81.8	55.7	61
	Other	2323	54	10	2289	79	67	56	77	51	66	67	35	7-74.3	45.5	42
	No	138777	84	30	137714	96	89	80	93	82	90	92	67	7-86.0	63.0	73
	No Information Provided	1609	56	13	1563	82	70	58	77	59	73	72	42	7-76.5	49.2	49
Title I, Part A:	Schoolwide Program Participants	68180	65	15	67469	85	75	62	83	63	74	76	45	7-78.3	51.1	52
	Targeted Assistance Participants	4232	42	3	4173	79	62	43	72	44	61	61	22	7-71.5	40.6	33
	Nonparticipants (Previous Participants)	2031	70	9	2009	91	80	66	88	67	81	85	44	7-80.2	51.9	54
	Homeless Participants at Non Title I Schools	10	40	0	10	60	80	20	60	50	70	60	10	7-70.4	38.2	29
	Nonparticipants (Not Previous Participants)	166478	79	25	164975	93	86	75	90	77	86	88	62	7-84.1	59.9	68
	No Information Provided	1877	49	9	1828	78	63	51	73	50	65	64	34	7-73.2	44.6	40
Migrant:	Yes	5045	53	9	4982	75	66	49	74	49	62	63	30	7-72.7	43.1	37
	No	236583	75	22	234346	91	82	71	88	73	82	84	57	7-82.4	57.3	64
	No Information Provided	1180	48	10	1136	78	64	52	72	51	66	64	37	7-73.4	45.2	41
Limited English Proficient:	Yes	16413	32	3	16163	62	50	34	61	31	44	43	14	7-65.1	33.7	22
	No	225177	77	23	223128	93	84	74	90	75	85	87	59	7-83.4	58.7	66
	No Information Provided	1218	49	10	1173	78	65	52	73	52	66	64	37	7-73.6	45.4	41
Bilingual/ESL Program:	Bilingual	230	36	6	225	64	52	41	63	40	45	51	18	7-66.9	36.0	25
	ESL	12503	27	2	12305	57	46	29	56	26	39	38	11	7-63.0	31.2	19
	Neither	228792	77	23	226700	93	84	73	90	75	84	87	59	7-83.3	58.4	66
	No Information Provided	1227	48	10	1180	77	63	52	71	51	65	63	36	7-73.1	44.8	40
Gifted-Talented Program:	Participants	34438	97	56	34289	99	96	94	98	94	97	98	88	7-91.8	74.5	88
	Nonparticipants	207186	71	16	205035	89	80	67	86	69	80	82	51	7-80.6	54.1	58
	No Information Provided	1184	48	10	1140	78	64	52	72	52	66	64	37	7-73.4	45.2	41
At-Risk:	Yes	80794	46	4	79693	79	64	47	74	47	63	64	26	7-72.5	42.1	35
	No	160718	89	31	159519	96	91	83	95	85	92	94	71	7-87.0	64.4	75
	No Information Provided	1296	50	10	1252	79	65	53	74	53	67	66	37	7-74.0	46.0	43
Career/Technology Education:	Elective	31023	73	20	30684	90	82	70	87	71	82	83	54	7-81.5	55.6	61
	Coherent Sequence	1528	72	23	1516	90	81	69	86	71	80	82	55	7-81.6	56.3	62
	Tech Prep	10	90	10	10	80	70	90	100	80	80	90	60	7-82.1	53.1	56
	No	207866	75	22	205936	91	82	71	88	73	82	84	56	7-82.3	57.2	63
	No Information Provided	2381	54	11	2318	80	69	56	76	56	69	68	40	7-75.3	47.5	45

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS	CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not In Special Education		242808	74	22	240195	92	81	87	79	71	83	79	80	62	72	55	65	61	79	24	7-77.6	61.0	70
Male		118375	72	21	116950	92	82	87	80	73	79	76	77	61	71	55	66	63	78	25	7-77.4	60.9	70
Female		124316	76	22	123129	92	80	87	78	70	86	81	83	62	73	56	65	58	80	24	7-77.8	61.2	70
No Information Provided		117	42	6	116	84	59	69	55	49	61	53	59	40	46	33	43	41	49	9	7-67.5	46.4	43
Native American		620	75	23	610	92	84	85	82	73	79	80	79	59	75	58	68	63	79	25	7-77.9	61.4	71
Asian		6277	87	41	6254	97	90	93	90	86	92	91	92	80	85	74	83	77	93	46	7-83.8	72.5	86
African American		32957	57	9	32558	87	68	80	66	55	76	67	71	45	59	37	50	41	63	10	7-71.6	51.3	53
Hispanic		83901	63	12	82838	89	75	82	72	60	80	72	76	52	65	42	55	52	70	15	7-74.0	55.0	59
White		118379	87	31	117286	95	89	92	87	83	86	87	85	73	80	69	76	72	89	34	7-81.5	67.4	80
No Information Provided		674	43	6	649	79	63	68	59	46	62	51	59	38	48	30	42	40	49	7	7-66.8	45.4	41
Economically Disadvantaged:	Free Meals	84844	59	10	83634	88	73	81	69	56	78	70	74	49	62	39	52	48	66	12	7-72.8	53.2	56
	Reduced Meals	15255	74	18	15116	92	81	87	78	70	82	79	80	60	71	53	63	58	79	20	7-77.1	59.7	68
	Other	2323	54	10	2292	88	72	79	69	56	75	67	73	48	61	35	51	50	64	12	7-72.2	52.2	54
	No	138777	84	30	137590	94	87	91	85	81	86	85	84	70	78	66	74	69	87	32	7-80.7	66.2	78
	No Information Provided	1609	56	13	1563	84	71	75	68	58	71	63	67	48	58	41	53	48	62	15	7-71.4	52.1	54
Title I, Part A:	Schoolwide Program Participants	68180	65	15	67379	90	76	83	73	62	81	74	78	34	67	45	57	53	72	17	7-74.9	56.5	62
	Targeted Assistance Participants	4232	42	3	4163	86	66	77	63	44	70	59	64	38	53	25	40	35	53	4	7-68.7	46.7	44
	Nonparticipants (Previous Participants)	2031	70	9	2016	91	77	86	73	61	79	76	79	54	67	44	56	52	76	11	7-75.1	55.6	61
	Homeless Participants at Non Title I Schools	10	40	0	10	90	80	100	90	50	30	60	60	0	50	20	70	40	40	0	7-69.3	46.3	43
	Nonparticipants (Not Previous Participants)	166478	79	25	164805	93	84	88	82	76	84	82	82	66	75	61	70	65	83	28	7-79.0	63.4	74
	No Information Provided	1877	49	9	1822	83	66	75	62	50	69	58	64	41	53	35	46	41	55	10	7-69.1	48.5	47
Migrant:	Yes	5045	53	9	4985	87	72	80	69	52	78	69	74	48	61	36	50	47	64	12	7-72.1	52.1	54
	No	236583	75	22	234078	92	85	87	79	72	83	79	80	62	72	56	66	61	79	25	7-77.7	61.3	70
	No Information Provided	1180	48	10	1132	80	67	70	61	51	68	58	62	42	53	35	45	42	54	11	7-68.6	48.1	46
Limited English Proficient:	Yes	16413	32	3	16194	82	61	68	57	38	70	55	64	36	50	21	38	35	48	5	7-66.7	44.6	40
	No	225177	77	23	222828	93	83	88	81	74	84	81	82	64	74	58	67	63	81	26	7-78.4	62.3	72
	No Information Provided	1218	49	10	1173	81	66	71	61	51	68	59	63	42	54	35	46	43	55	11	7-68.8	48.4	47
Bilingual/ESL Program:	Bilingual	230	36	6	227	81	58	71	62	46	65	56	64	39	52	24	40	36	49	9	7-67.5	45.9	42
	ESL	12503	27	2	12330	80	59	66	55	34	68	52	62	33	47	18	35	33	43	4	7-65.4	42.9	37
	Neither	228792	77	23	226403	93	83	88	80	73	84	81	81	64	74	58	67	62	81	26	7-78.3	62.1	72
	No Information Provided	1227	48	10	1181	81	66	70	61	51	68	58	63	42	54	35	45	42	55	11	7-68.7	48.2	47
Gifted-Talented Program:	Participants	34438	97	56	34249	98	95	97	95	94	95	95	94	86	91	87	90	85	97	58	7-86.5	78.0	91
	Nonparticipants	207186	71	16	204808	91	79	85	76	67	81	76	78	58	69	50	61	57	76	19	7-76.1	58.3	65
	No Information Provided	1184	48	10	1138	81	66	70	61	51	67	58	62	42	53	35	46	42	54	11	7-68.7	48.2	47
At-Risk:	Yes	80794	46	4	79592	85	66	77	62	47	70	60	65	39	54	28	43	38	55	6	7-69.2	47.6	46
	No	160718	89	31	159356	95	89	92	87	83	89	88	88	74	81	69	77	72	91	34	7-81.9	67.9	80
	No Information Provided	1296	50	10	1247	82	67	71	62	53	67	59	63	43	55	36	47	44	56	12	7-69.2	49.0	48
Career/Technology Education:	Elective	31023	73	20	30640	92	81	86	78	71	81	78	78	60	71	54	64	60	78	23	7-77.1	60.2	69
	Coherent Sequence	1528	72	23	1507	91	80	87	79	71	79	76	77	61	73	54	66	61	77	25	7-77.0	60.3	69
	Tech Prep	10	90	10	10	100	100	100	80	80	90	90	80	70	70	50	70	30	90	10	7-80.0	63.3	74
	No	207866	75	22	205728	92	81	87	79	71	83	79	81	62	72	56	66	61	79	25	7-77.7	61.3	70
	No Information Provided	2381	54	11	2310	84	69	74	66	56	71	64	67	46	57	38	51	47	61	13	7-70.8	51.1	52

GRADE 6 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 245,138 Grade 6 students not in special education who tested, 76 percent met minimum expectations on all tests taken (reading and mathematics), and 21 percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 84 percent in reading and 81 percent in mathematics.

The table below provides the number of Grade 6 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 6 is represented by a TLI score of 6-70 in reading and mathematics.

Grade 6 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average TLI Score
Reading	243,226	84%	37%	6-83.3
Mathematics	243,034	81%	30%	6-78.9

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of sixth graders tested who achieved Academic Recognition.

Grade 6 Academic Recognition by Subject Area
Spring 1997

Reading	20.9%
Mathematics	25.0%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the Grade 6 students tested met minimum expectations on the reading test, and 37 percent mastered all objectives. The percentage of students mastering each objective ranged from 60 to 95 percent. Grade 6 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 6 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 6 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	71%
Objective 2:	Supporting Ideas	95%
Objective 3:	Summarization	60%
Objective 4:	Relationships and Outcomes	63%
Objective 5:	Inferences and Generalizations	69%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	71%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-one percent of the sixth graders tested met minimum expectations in mathematics, and 30 percent mastered all objectives. Mastery rates ranged from 53 percent (Objective 11: Problem Solving Using Solution Strategies) to 93 percent (Objective 3: Geometric Properties and Relationships).

Grade 6 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts		
Objective 1:	Number Concepts	84%
Objective 2:	Algebraic/Mathematical Relations and Functions	92%
Objective 3:	Geometric Properties and Relationships	93%
Objective 4:	Measurement Concepts	91%
Objective 5:	Probability and Statistics	82%
Domain: Operations		
Objective 6:	Use of Addition to Solve Problems	75%
Objective 7:	Use of Subtraction to Solve Problems	83%
Objective 8:	Use of Multiplication to Solve Problems	85%
Objective 9:	Use of Division to Solve Problems	71%

Domain: Problem Solving

Objective 10:	Problem Solving Using Estimation	81%
Objective 11:	Problem Solving Using Solution Strategies	53%
Objective 12:	Problem Solving Using Mathematical Representation	73%
Objective 13:	Evaluation of the Reasonableness of a Solution	65%

GRADE 6 TAAS ITEMS

The following items are from the 1997 TAAS Grade 6 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 6 students not in special education.

GRADE 6 READING PASSAGE

Adam's Class Schedule

On Tuesday Adam received his packet of information about filling out his schedule of classes for the next school year. There were some required subjects that he had to take. He had no choice about these classes. There were other courses that he could take if he wanted. These elective courses were subjects that Adam could choose to take if they fit in his schedule.

Adam had to make some important decisions. He needed to think about the subjects he would like to take as well as those he had to take. He had to fill out the class schedule, have one of his parents sign it, and return it to his teacher by the next Monday. When he got home, he read through all of the instructions. Then he began to fill out the schedule.

CLASS SCHEDULE INSTRUCTION SHEET

REQUIRED CLASSES:

Next year you *must* take these 5 required classes: English, Math, Science, Social Studies, and Physical Education. Please notice that English, Math, and Physical Education have been scheduled for you. You may *not* change or eliminate these classes.

You must decide which periods you would like to take Science and Social Studies. Each class *must* be scheduled for the same period every day. Enter these 2 classes in the schedule below.

LUNCH:

You *must* include lunch each day. It *must* be scheduled for the 4th, 5th, or 6th period. Lunch *must* be scheduled for the same period every day.

ELECTIVE CLASSES:

Think about the subjects you would like to take. You may choose these classes if they fit into your schedule *after* you have scheduled your required classes. Each class *must* be scheduled for the same period every day.

- Art
- Band – *(only available 2nd period)*
- Choir – *(only available 2nd period)*
- Computer Literacy
- Spanish

STUDY HALL:

Sign up for study hall *only* if you intend to do homework in school.

If you need help in filling out your schedule, please see your teacher. **Once you have turned in your schedule, it cannot be changed.** We want you to be happy with your schedule and be able to take the classes you are interested in. Good luck!

CLASS SCHEDULE

Name ______________________ Semester I 19_ _

Phone Number ______________________

Parent/Guardian Signature ______________________

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
2					
3	Math	Math	Math	Math	Math
4					
5					
6					
7	English	English	English	English	English
8					

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GRADE 6 READING ITEMS

Objective 1: The student will determine the meaning of words in a variety of written texts.

6 The word elective in this passage means —

71%	F*	not required
7%	G	very important
8%	H	already scheduled
13%	J	not listed

Objective 3: The student will summarize a variety of written texts.

7 The main idea of the instruction sheet is to —

9%	A	make sure parents know their children's class schedules
76%	B*	give students directions for preparing their class schedules
11%	C	help teachers know which students will be in their classes
4%	D	allow teachers to assist students with class schedules

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

12 If Adam takes Choir as an elective, he will NOT be able to take —

2%	F	Spanish
3%	G	Computer Literacy
93%	H*	Band
2%	J	Art

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GRADE 6 MATHEMATICS ITEMS

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

4 Xavier bought 2 pints of milk at the store. How many ***cups*** of milk are equivalent to 2 pints?

5%	**A**	2 c
89%	**B***	4 c
4%	**C**	8 c
2%	**D**	16 c

Objective 6: The student will use the operation of addition to solve problems.

51 Angie rode her bicycle 23.2 miles in March, 14.9 miles in April, 10 miles in May, and 17.5 miles in June. What was the total number of miles Angie rode during these 4 months?

2%	**F**	54.6 mi
10%	**G**	56.6 mi
3%	**H**	64.16 mi
73%	**J***	65.6 mi
12%	**K**	Not Here

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 06
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	172140	71
2. Supporting Ideas	232226	95
3. Summarization	146379	60
4. Relationships and Outcomes	152962	63
5. Inferences and Generalizations	166751	69
6. Point of View, Propaganda, and Fact and Nonfact	173184	71
Number Tested: 243226 / Met Minimum Expectations	204687	84
Texas Learning Index (TLI): 6-83.3 / Mastered All Objectives	90119	37
MATHEMATICS		
Concepts		
1. Number Concepts	203614	84
2. Algebraic/Mathematical Relations and Functions	224496	92
3. Geometric Properties and Relationships	225222	93
4. Measurement Concepts	222316	91
5. Probability and Statistics	198966	82
Operations		
6. Use of Addition to Solve Problems	182444	75
7. Use of Subtraction to Solve Problems	200590	83
8. Use of Multiplication to Solve Problems	205714	85
9. Use of Division to Solve Problems	173127	71
Problem Solving		
10 Problem Solving Using Estimation	197547	81
11 Problem Solving Using Solution Strategies	127740	53
12 Problem Solving Using Mathematical Representation	178311	73
13 Evaluation of the Reasonableness of a Solution	157732	65
Number Tested: 243034 / Met Minimum Expectations	197201	81
Texas Learning Index (TLI): 6-78.9 / Mastered All Objectives	72632	30

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	251786	100
Students Absent From All Tests	1616	1
Students Exempt From All Tests: LEP	4561	2
Other Students Not Tested	471	0
Number of Students Tested	245138	97

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	186405	76
Did Not Meet Minimum Expectations On:		
One Test Only	33094	14
Both Tests	25639	10

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students Not In Special Ed.	76	243226	84	6-83.3	66	243034	81	6-78.9	75
Male	74	118340	82	6-82.4	64	118258	80	6-78.7	75
Female	78	124799	86	6-84.1	68	124688	82	6-79.0	75
No Information Provided	44	87	57	6-71.9	36	88	51	6-68.3	46
Native American	79	652	87	6-84.2	67	656	83	6-79.1	75
Asian	89	6009	92	6-88.0	79	6023	93	6-84.2	88
African American	59	33031	74	6-77.7	49	32990	66	6-73.0	58
Hispanic	65	83773	75	6-78.3	51	83783	73	6-75.7	66
White	88	119277	93	6-88.2	78	119106	91	6-82.5	84
No Information Provided	50	484	62	6-73.6	41	476	55	6-69.4	50
Economic Disadvantaged: Yes	63	109286	74	6-77.9	50	109232	71	6-75.1	64
No	87	132695	93	6-87.7	77	132561	89	6-82.0	83
No Information Provided	63	1245	74	6-79.0	55	1241	68	6-74.1	63
Title I, Part A: Participants	66	97110	76	6-79.1	54	97069	74	6-76.2	67
Nonparticipants	83	144197	90	6-86.2	74	144050	86	6-80.8	80
No Information Provided	54	1919	66	6-75.5	45	1915	60	6-71.4	55
Migrant: Yes	56	4908	65	6-74.3	41	4927	68	6-74.1	61
No	77	237373	85	6-83.5	66	237170	81	6-79.0	75
No Information Provided	57	945	69	6-76.7	49	937	63	6-72.2	57
Limited Eng. Proficient: Yes	37	17827	46	6-67.4	26	17854	52	6-68.5	46
No	79	224379	87	6-84.6	69	224168	84	6-79.7	77
No Information Provided	57	1020	69	6-76.5	48	1012	63	6-72.3	58
Bilingual: Participants	38	2932	47	6-67.5	26	2945	55	6-69.6	49
Nonparticipants	77	239244	85	6-83.5	66	239042	82	6-79.0	75
No Information Provided	56	1050	69	6-76.2	48	1047	62	6-71.9	57
ESL: Participants	32	11815	42	6-65.7	23	11821	48	6-67.0	42
Nonparticipants	78	230398	86	6-84.2	68	230202	83	6-79.5	77
No Information Provided	56	1013	68	6-76.0	47	1011	62	6-71.8	56
Gifted-Talented: Participants	97	32396	99	6-93.7	91	32374	98	6-87.1	93
Nonparticipants	73	209875	82	6-81.7	61	209709	79	6-77.7	71
No Information Provided	57	955	69	6-76.6	49	951	62	6-72.0	57
At Risk: Yes	49	81058	65	6-73.7	38	81015	60	6-71.1	51
No	90	161068	94	6-88.2	78	160925	92	6-82.9	84
No Information Provided	59	1100	71	6-77.4	51	1094	65	6-72.9	59
Special Ed. Status Not Provided	57	924	69	6-76.8	49	921	63	6-72.2	57
Oral Administration: Math	37	920	49	6-68.2	27	950	51	6-67.9	43

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery										
All Students Not In Special Education		245138	76	21	243226	71	95	60	63	69	71	84	37	6-83.3	58.6	66
Male		119390	74	20	118340	69	94	57	63	66	69	82	36	6-82.4	57.5	64
Female		125659	78	21	124799	72	97	63	62	71	73	86	38	6-84.1	59.7	68
No Information Provided		89	44	8	87	44	86	39	36	40	53	57	17	6-71.9	42.3	36
Native American		660	79	19	652	72	96	60	68	72	73	87	38	6-84.2	59.5	67
Asian		6038	89	37	6009	81	97	74	75	81	79	92	52	6-88.0	66.9	79
African American		33296	59	8	33031	58	92	50	46	53	58	74	21	6-77.7	49.5	49
Hispanic		84539	65	11	83773	57	93	49	50	55	60	75	23	6-78.3	50.5	51
White		120108	88	30	119277	83	98	70	76	82	83	93	51	6-88.2	66.5	78
No Information Provided		497	50	10	484	49	87	39	43	46	50	62	20	6-73.6	45.2	41
Economically Disadvantaged:	Free Meals	91027	61	9	90078	55	92	46	47	52	57	72	20	6-77.1	48.8	48
	Reduced Meals	16888	76	16	16794	69	96	58	61	67	70	85	32	6-82.6	56.7	63
	Other	2446	61	9	2414	52	92	44	44	50	56	70	18	6-76.2	47.4	45
	No	133504	87	29	132695	82	98	70	75	80	82	93	50	6-87.7	65.8	77
	No Information Provided	1273	63	15	1245	60	91	51	54	60	61	74	30	6-79.0	52.7	55
Title I, Part A:	Schoolwide Program Participants	91230	68	14	90512	61	94	52	53	59	63	77	27	6-79.6	52.7	55
	Targeted Assistance Participants	6667	44	2	6592	44	90	33	34	38	45	61	9	6-72.2	41.6	35
	Nonparticipants (Previous Participants)	2428	73	9	2412	64	96	52	53	61	65	84	22	6-80.7	53.0	56
	Homeless Participants at Non Title I Schools	6	50	17	6	33	83	50	50	67	50	67	17	6-74.2	46.1	43
	Nonparticipants (Not Previous Participants)	142853	83	26	141785	79	97	67	71	77	78	90	45	6-86.3	63.4	74
	No Information Provided	1954	54	10	1919	55	89	46	43	48	52	66	22	6-75.5	47.4	45
Migrant:	Yes	4977	56	8	4908	47	90	40	42	45	51	65	16	6-74.3	45.0	41
	No	239193	77	21	237373	71	96	61	63	69	72	85	38	6-83.5	58.9	66
	No Information Provided	968	57	13	945	55	89	46	48	55	56	69	25	6-76.7	49.5	49
Limited English Proficient:	Yes	18042	37	3	17827	32	85	27	27	28	34	46	6	6-67.4	36.3	26
	No	226052	79	22	224379	74	96	63	66	72	74	87	40	6-84.6	60.4	69
	No Information Provided	1044	57	12	1020	55	89	46	47	54	56	69	24	6-76.5	49.1	48
Bilingual/ESL Program:	Bilingual	2963	38	3	2932	33	85	28	27	28	33	47	6	6-67.5	36.2	26
	ESL	11966	32	2	11815	29	83	23	24	24	30	42	5	6-65.7	34.1	23
	Neither	229134	79	22	227433	74	96	63	65	71	74	87	39	6-84.4	60.2	69
	No Information Provided	1023	57	12	995	54	88	45	47	53	55	68	24	6-76.1	48.7	48
Gifted-Talented Program:	Participants	32516	97	56	32396	94	99	87	90	94	93	99	75	6-93.7	78.3	91
	Nonparticipants	211640	73	15	209875	67	95	56	59	65	68	82	31	6-81.7	55.6	61
	No Information Provided	982	57	12	955	55	89	46	48	54	56	69	25	6-76.6	49.3	49
At-Risk:	Yes	81924	49	4	81058	47	90	38	38	42	48	65	12	6-73.7	43.6	38
	No	162086	90	29	161068	83	98	72	75	82	83	94	50	6-88.2	66.2	78
	No Information Provided	1128	59	14	1100	58	90	48	50	56	57	71	26	6-77.4	50.6	51

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not In Special Education		245138	76	21	243034	84	92	93	91	82	75	83	85	71	81	53	73	65	81	30	6-78.9	64.2	75
Male		119390	74	20	118258	85	93	92	92	83	74	81	82	70	80	52	72	67	80	30	6-78.7	64.1	75
Female		125659	78	21	124688	82	92	93	91	81	76	84	87	72	83	53	75	63	82	30	6-79.0	64.4	75
No Information Provided		89	44	8	88	69	77	81	80	63	50	61	63	43	68	20	48	38	51	10	6-68.3	48.1	46
Native American		660	79	19	656	87	93	93	93	82	75	83	86	73	80	50	74	65	83	29	6-79.1	64.4	75
Asian		6038	89	37	6023	93	97	97	96	91	88	93	95	87	90	71	87	77	93	51	6-84.2	75.1	88
African American		33296	59	8	32990	73	86	86	84	71	62	71	78	58	72	33	58	45	66	14	6-73.0	54.1	58
Hispanic		84539	65	11	83783	77	89	90	89	73	68	77	81	64	77	43	66	54	73	20	6-75.7	58.5	66
White		120108	88	30	119106	91	96	96	95	91	83	89	89	79	87	64	82	78	91	40	6-82.5	70.6	84
No Information Provided		497	50	10	476	70	79	79	80	62	54	62	69	52	62	33	52	45	55	16	6-69.4	50.2	50
Economically Disadvantaged:	Free Meals	91027	61	9	90057	75	88	88	87	71	66	74	79	61	75	39	62	50	70	18	6-74.5	56.5	62
	Reduced Meals	16888	76	16	16759	83	92	93	92	82	74	82	84	70	81	49	72	62	81	26	6-78.5	63.0	73
	Other	2446	61	9	2416	76	88	88	89	70	67	74	79	63	74	39	61	50	70	18	6-74.6	56.5	62
	No	133504	87	29	132561	90	96	96	94	89	82	89	89	78	86	63	81	76	89	39	6-82.0	69.8	83
	No Information Provided	1273	63	15	1241	76	87	86	85	73	63	71	76	61	72	43	63	55	68	21	6-74.1	57.0	63
Title I, Part A:	Schoolwide Program Participants	91230	68	14	90463	79	90	90	89	76	71	78	82	67	78	45	68	57	75	23	6-76.6	60.3	69
	Targeted Assistance Participants	6667	44	2	6600	71	84	85	82	63	56	64	70	47	67	22	47	36	56	6	6-70.0	48.8	48
	Nonparticipants (Previous Participants)	2428	73	9	2408	84	92	92	91	80	74	82	83	67	81	41	68	58	80	18	6-77.6	60.4	69
	Homeless Participants at Non Title I Schools	6	50	17	6	83	67	67	83	83	50	50	67	50	50	33	33	50	50	17	6-70.3	49.6	49
	Nonparticipants (Not Previous Participants)	142853	83	26	141642	88	95	95	93	87	79	86	87	75	84	59	78	72	86	35	6-80.9	67.7	80
	No Information Provided	1954	54	10	1915	73	83	84	82	68	57	66	72	55	69	32	55	46	60	16	6-71.4	52.5	55
Migrant:	Yes	4977	56	8	4927	76	86	86	88	69	68	73	80	61	74	37	61	48	68	17	6-74.1	56.1	61
	No	239193	77	21	237170	84	93	93	92	82	75	83	85	72	81	53	74	65	81	30	6-79.0	64.5	75
	No Information Provided	968	57	13	937	73	85	84	82	69	60	67	71	56	69	37	60	50	63	19	6-72.2	53.9	57
Limited English Proficient:	Yes	18042	37	3	17854	65	79	80	80	54	54	60	71	49	63	26	46	35	52	9	6-68.5	47.8	46
	No	226052	79	22	224168	85	93	94	92	84	77	84	86	73	83	55	76	67	84	32	6-79.7	65.6	77
	No Information Provided	1044	57	12	1012	73	86	85	83	68	59	67	72	56	70	37	60	49	63	18	6-72.3	54.0	58
Bilingual/ESL Program:	Bilingual	2963	38	3	2945	66	81	82	82	55	55	63	76	52	64	28	49	36	55	10	6-69.6	49.2	49
	ESL	11966	32	2	11821	62	77	77	78	50	51	57	68	45	60	23	42	32	48	7	6-67.0	45.7	42
	Neither	229134	79	22	227224	85	93	94	92	84	77	84	86	73	83	55	75	67	83	31	6-79.7	65.5	77
	No Information Provided	1023	57	12	992	73	85	84	83	68	59	66	71	55	68	36	59	50	62	18	6-71.9	53.4	56
Gifted-Talented Program:	Participants	32516	97	56	32374	96	99	99	98	97	93	97	97	92	93	85	94	91	98	66	6-87.1	81.5	93
	Nonparticipants	211640	73	15	209709	82	91	92	90	80	72	80	83	68	80	48	70	61	79	24	6-77.7	61.6	71
	No Information Provided	982	57	12	951	73	85	84	83	68	59	67	71	56	69	36	59	49	62	18	6-72.0	53.5	57
At-Risk:	Yes	81924	49	4	81015	71	84	86	83	65	57	66	73	51	68	28	52	41	60	9	6-71.1	50.7	51
	No	162086	90	29	160925	91	96	96	96	91	84	91	91	82	88	65	84	77	92	40	6-82.9	71.1	84
	No Information Provided	1128	59	14	1094	74	86	85	83	70	61	70	73	57	70	39	61	52	65	19	6-72.9	55.0	59

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GRADE 5 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 231,219 Grade 5 students not in special education who tested, 79 percent met minimum expectations on all tests taken (reading and mathematics). Twenty-four percent of the students mastered all objectives. In reading, 84 percent of the Grade 5 students tested met minimum expectations, and 86 percent met minimum expectations in mathematics.

The table below provides the number of Grade 5 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 5 is represented by a TLI score of 5-70 in reading and mathematics.

Grade 5 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average TLI Score
Reading	229,488	84%	41%	5-83.8
Mathematics	229,607	86%	36%	5-80.6

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of fifth graders tested who achieved Academic Recognition.

Grade 5 Academic Recognition by Subject Area
Spring 1997

Reading	28.4%
Mathematics	21.2%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the Grade 5 students tested met minimum expectations on the reading test, and 41 percent mastered all objectives. The percentage of students mastering each objective ranged from 59 to 89 percent. Grade 5 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 5 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 5 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	59%
Objective 2:	Supporting Ideas	89%
Objective 3:	Summarization	66%
Objective 4:	Relationships and Outcomes	72%
Objective 5:	Inferences and Generalizations	82%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	86%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-six percent of the fifth graders tested met minimum expectations in mathematics, and 36 percent mastered all objectives. Mastery rates ranged from 68 percent (Objective 1: Number Concepts; Objective 13: Evaluation of the Reasonableness of a Solution) to 96 percent (Objective 2: Algebraic/Mathematical Relations and Functions).

Grade 5 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts

Objective 1:	Number Concepts	68%
Objective 2:	Algebraic/Mathematical Relations and Functions	96%
Objective 3:	Geometric Properties and Relationships	94%
Objective 4:	Measurement Concepts	89%
Objective 5:	Probability and Statistics	89%

Domain: Operations

Objective 6:	Use of Addition to Solve Problems	87%
Objective 7:	Use of Subtraction to Solve Problems	80%
Objective 8:	Use of Multiplication to Solve Problems	82%
Objective 9:	Use of Division to Solve Problems	91%

Domain: Problem Solving

Objective 10:	Problem Solving Using Estimation	78%
Objective 11:	Problem Solving Using Solution Strategies	75%
Objective 12:	Problem Solving Using Mathematical Representation	77%
Objective 13:	Evaluation of the Reasonableness of a Solution	68%

GRADE 5 TAAS ITEMS

The following items are from the 1997 TAAS Grade 5 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 5 students not in special education.

GRADE 5 READING PASSAGE

Golden Music

The biggest and most beautiful instrument in a large orchestra is the concert harp. It is one of the oldest-known musical instruments. A concert harp stands 6 feet tall, weighs about 75 pounds, and has 47 strings. Both its appearance and music are beautiful.

How a Harp Makes Sound

Some people think that many years ago a hunter may have discovered that his bowstring would vibrate whenever he shot an arrow. This quivering movement of the bowstring produced a sound. In the same way, the beautiful sounds of a concert harp are made by the movement of its many strings.

Originally the harp had only enough strings to make the sounds that the white keys on a piano can make. Later, people wanted to make harps that could produce the sounds of the black keys, too. To do this, harps had to have many more strings, but harps with so many strings were very difficult to play because they were so big and clumsy.

To solve this problem, seven pedals were added to the harp. Three pedals are operated with the left foot, and four pedals are operated with the right foot. Each of the seven pedals has three positions. This makes it possible for each of the harp's 47 strings to make three different sounds. Letting the pedal stay all the way up produces the lowest sounds. Pushing the pedal down halfway causes the string to tighten a little, making a higher sound. Pushing the pedal to the third position tightens the string more and produces an even higher sound.

Playing a Harp

Most strings on a harp are white. A few strings are red, and some are blue. The colored strings help the harpist know which ones to pluck to produce a particular sound.

A harpist uses four fingers on each hand to play the instrument. The little finger on each hand is not used. When the harpist plucks a string, it moves and a sound is made. Once the string starts to move, it takes a long time for the sound to stop. The harpist stops the sound by stretching the fingers out and laying the whole hand on the string to stop its motion.

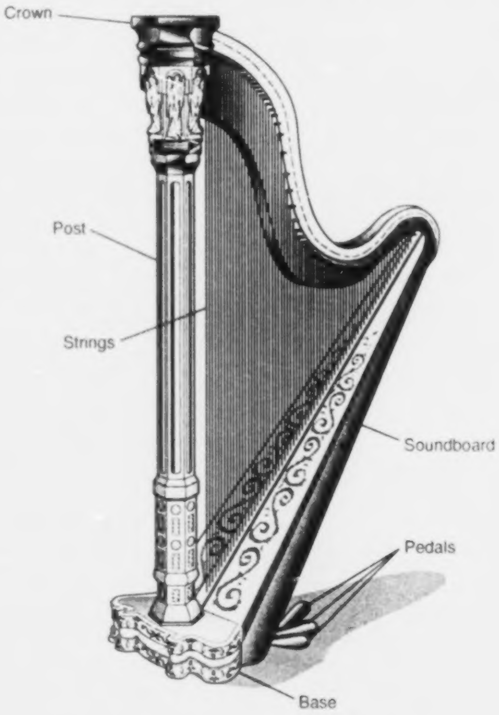
Tuning a Harp

The sound produced by the harp is affected by changes in the weather. When the weather changes from hot to cold or from dry to humid, the sounds of the strings may change. Then the harpist must tune the harp by listening carefully to the sound of each string. If a string does not make the correct sound, the harpist must use a special key to turn a little peg. The peg tightens or loosens the string until the sound is right.

A harpist tunes the harp often. Sometimes the harpist has to tune a string while other musicians are playing. Because it is best to tune while it is very quiet, the harpist will usually come onto the stage before the other musicians arrive.

The harp is an expensive instrument to buy and a difficult one to learn to play. However, the elegant appearance and the exquisite music of the concert harp make it a wonderful part of any large orchestra.

A Concert Harp



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GRADE 5 READING ITEMS

Objective 2: The student will identify supporting ideas in a variety of written texts.

9 The harp strings produce sound when they are —

8% **A** stretched
1% **B** polished
2% **C** colored
89% **D*** plucked

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

13 You can tell from the passage that the harp is —

5% **A** one of the newest musical instruments to be invented
3% **B** an instrument that needs more than one person to play it
5% **C** one of the most popular instruments in a rock band
86% **D*** an instrument that cannot be transported easily

Objective 3: The student will summarize a variety of written texts.

14 Which is the best summary for this passage?

8% **F** A concert harp has 7 pedals and 47 strings that are used to make 141 different sounds.
7% **G** A harpist plays the harp with four fingers on each hand but does not use the little fingers.
79% **H*** A harp is a beautiful instrument with a lovely sound, but it is difficult to learn to play and tune.
6% **J** A harp should be tuned each time it is played because weather changes affect its sound.

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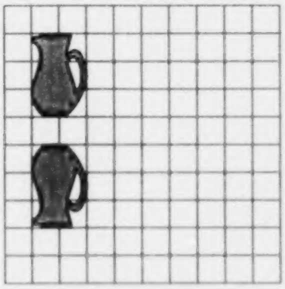
GRADE 5 MATHEMATICS ITEMS

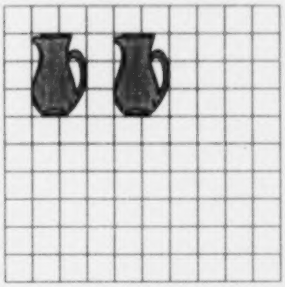
Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

12 Which of the following shows an example of a translation (slide)?

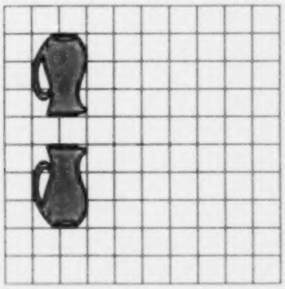
6% **A**



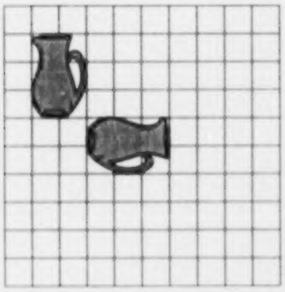
83% **B***



3% **C**



9% **D**



Objective 10: The student will estimate solutions to a problem situation.

36 The fifth-grade class read a total of 638 books for a Read-a-Thon. There are 29 students in the fifth grade. If each student read the same number of books, which is the best estimate of the number of books each student read?

3% **A** 10

74% **B*** 20

14% **C** 30

4% **D** 40

5% **E** 50

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 05
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		134761	59
2. Supporting Ideas		204018	89
3. Summarization		151450	66
4. Relationships and Outcomes		165017	72
5. Inferences and Generalizations		188535	82
6. Point of View, Propaganda, and Fact and Nonfact		196439	86
Number Tested: 229488	Met Minimum Expectations	193397	84
Texas Learning Index (TLI): 5-83.8	Mastered All Objectives	93375	41
MATHEMATICS			
Concepts			
1. Number Concepts		155873	68
2. Algebraic/Mathematical Relations and Functions		219467	96
3. Geometric Properties and Relationships		215266	94
4. Measurement Concepts		204123	89
5. Probability and Statistics		203832	89
Operations			
6. Use of Addition to Solve Problems		199993	87
7. Use of Subtraction to Solve Problems		182744	80
8. Use of Multiplication to Solve Problems		187869	82
9. Use of Division to Solve Problems		209166	91
Problem Solving			
10. Problem Solving Using Estimation		179188	78
11. Problem Solving Using Solution Strategies		172779	75
12. Problem Solving Using Mathematical Representation		175700	77
13. Evaluation of the Reasonableness of a Solution		156618	68
Number Tested: 229607	Met Minimum Expectations	196541	86
Texas Learning Index (TLI): 5-80.6	Mastered All Objectives	83624	36

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	240897	100
Students Absent From All Tests	1073	0
Students Exempt From All Tests: LEP	7820	3
Other Students Not Tested	785	0
Number of Students Tested	231219	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	181534	79
Did Not Meet Minimum Expectations On:		
One Test Only	30213	13
Both Tests	19472	8

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	READING				MATHEMATICS			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texa PR
All Students Not In Special Ed.	79	229488	84	5-83.8	67	229607	86	5-80.6	79
Male	77	111034	82	5-82.9	65	111120	85	5-80.6	79
Female	80	118331	86	5-84.8	70	118360	86	5-80.5	79
No Information Provided	53	123	64	5-74.5	43	127	61	5-72.7	57
Native American	78	612	85	5-84.3	69	606	85	5-80.5	78
Asian	92	5612	94	5-88.9	80	5635	96	5-85.9	91
African American	62	32342	72	5-77.9	51	32338	71	5-74.7	63
Hispanic	70	74988	77	5-79.6	55	75151	81	5-78.5	73
White	88	115463	92	5-88.0	78	115404	92	5-83.3	85
No Information Provided	56	471	68	5-76.8	49	473	66	5-73.2	59
Economic Disadvantaged: Yes	68	105429	75	5-78.9	53	105627	78	5-77.4	70
No	88	122950	92	5-88.1	78	122876	92	5-83.3	85
No Information Provided	67	1109	76	5-80.6	60	1104	75	5-76.5	69
Title I, Part A: Participants	70	115468	77	5-80.2	57	115636	80	5-78.3	73
Nonparticipants	87	112543	91	5-87.6	77	112497	91	5-82.9	84
No Information Provided	66	1477	76	5-80.2	58	1474	76	5-76.7	69
Migrant: Yes	63	4152	69	5-75.8	44	4189	79	5-77.5	70
No	79	224479	85	5-84.0	68	224558	86	5-80.6	79
No Information Provided	62	857	72	5-78.6	54	860	71	5-74.8	64
Limited Eng. Proficient: Yes	50	14384	56	5-71.3	34	14559	70	5-74.2	61
No	81	214193	86	5-84.7	70	214136	87	5-81.0	80
No Information Provided	61	911	71	5-78.4	53	912	72	5-75.1	65
Bilingual: Participants	44	7372	50	5-69.1	28	7454	66	5-73.0	58
Nonparticipants	80	221235	85	5-84.3	69	221272	86	5-80.8	79
No Information Provided	61	881	71	5-78.3	53	881	71	5-74.7	64
ESL: Participants	52	4281	59	5-72.1	35	4367	70	5-74.4	61
Nonparticipants	79	224336	85	5-84.1	68	224369	86	5-80.7	79
No Information Provided	62	871	71	5-78.4	53	871	71	5-74.8	64
Gifted-Talented: Participants	98	29756	98	5-94.0	91	29758	99	5-87.9	94
Nonparticipants	76	198879	82	5-82.3	63	198992	84	5-79.5	75
No Information Provided	62	853	72	5-78.5	54	857	71	5-74.7	64
At Risk: Yes	55	80793	66	5-74.8	41	80952	70	5-74.0	60
No	91	147656	94	5-88.8	79	147620	94	5-84.2	87
No Information Provided	64	1039	74	5-79.8	57	1035	72	5-75.3	66
Special Ed. Status Not Provided	61	852	71	5-78.4	53	856	71	5-74.7	64
Oral Administration: Math	38	1566	48	5-67.8	27	1632	55	5-69.2	47

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
All Students Not In Special Education		231219	79	24	229488	59	89	66	72	82	86	84	41	5-83.8	59.5	67
Male		111941	77	24	111034	59	87	64	69	80	84	82	39	5-82.9	58.1	65
Female		119151	80	25	118331	59	91	68	75	84	87	86	42	5-84.8	60.9	70
No Information Provided		127	53	13	123	43	71	46	45	67	70	64	23	5-74.5	46.1	43
Native American		614	78	24	612	62	91	65	72	83	86	85	43	5-84.3	60.2	69
Asian		5651	92	41	5612	71	94	80	84	91	92	94	56	5-88.9	67.7	80
African American		32559	62	12	32342	46	81	52	57	71	79	72	26	5-77.9	50.5	51
Hispanic		75676	70	15	74988	43	84	57	64	75	81	77	27	5-79.6	52.5	55
White		116240	88	33	115463	72	94	75	81	90	90	92	53	5-88.0	66.3	78
No Information Provided		479	56	13	471	43	77	52	55	68	74	68	24	5-76.8	49.3	49
Economically Disadvantaged:	Free Meals	86895	66	12	86018	42	83	53	61	72	79	74	24	5-78.2	50.5	51
	Reduced Meals	17290	78	19	17175	55	89	63	69	82	85	84	35	5-82.8	57.3	64
	Other	2260	64	13	2236	36	80	53	59	70	79	70	22	5-77.1	49.0	48
	No	123656	88	34	122950	72	94	76	81	90	90	92	53	5-88.1	66.4	78
	No Information Provided	1118	67	19	1109	55	83	59	63	76	80	76	35	5-80.6	55.1	60
Title I, Part A:	Schoolwide Program Participants	108814	72	18	107922	49	85	59	66	77	82	79	32	5-80.8	54.6	59
	Targeted Assistance Participants	7612	49	2	7544	32	75	36	45	60	71	61	11	5-72.6	42.0	35
	Nonparticipants (Previous Participants)	3203	74	11	3176	49	88	57	65	77	84	82	25	5-80.8	53.4	56
	Homeless Participants at Non Title I Schools	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	110098	87	33	109367	71	93	75	80	89	90	92	52	5-87.8	65.9	78
	No Information Provided	1490	66	17	1477	50	85	58	64	74	79	76	33	5-80.2	54.3	58
Migrant:	Yes	4223	63	10	4152	30	79	50	57	68	78	69	17	5-75.8	46.9	44
	No	226129	79	25	224479	59	89	66	72	82	86	85	41	5-84.0	59.8	68
	No Information Provided	867	62	15	857	49	80	54	59	72	76	72	28	5-78.6	52.0	54
Limited English Proficient:	Yes	14677	50	6	14384	23	71	41	46	58	69	56	11	5-71.3	41.0	34
	No	215622	81	26	214193	61	90	68	74	84	87	86	43	5-84.7	60.8	70
	No Information Provided	920	61	14	911	48	80	54	57	72	75	71	27	5-78.4	51.6	53
Bilingual/ESL Program:	Bilingual	7516	44	4	7372	18	66	37	41	53	67	50	7	5-69.1	38.0	28
	ESL	4408	52	6	4281	25	74	41	49	60	69	59	12	5-72.1	41.9	35
	Neither	218407	80	25	216957	61	90	68	73	84	87	86	42	5-84.6	60.6	69
	No Information Provided	864	61	14	855	49	79	54	59	72	75	71	28	5-78.4	51.8	53
Gifted-Talented Program:	Participants	29870	98	61	29756	87	98	92	93	97	97	98	78	5-94.0	78.1	91
	Nonparticipants	200485	76	19	198879	54	88	62	69	80	84	82	35	5-82.3	56.8	63
	No Information Provided	864	62	14	853	49	80	54	59	72	76	72	28	5-78.5	51.9	54
At-Risk:	Yes	81648	55	6	80793	35	78	44	52	65	74	66	16	5-74.8	45.3	41
	No	148521	91	35	147656	72	95	78	83	92	92	94	54	5-88.8	67.3	79
	No Information Provided	1050	64	17	1039	52	82	57	62	74	77	74	31	5-79.8	53.9	57

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						Percent of Students Demonstrating Objective Mastery																	
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
All Students Not In Special Education		231219	79	24	229607	68	96	94	89	89	87	80	82	91	78	75	77	68	86	36	5-80.6	66.8	79
Male		111941	77	24	111120	68	96	94	90	89	86	79	81	90	78	75	78	70	85	37	5-80.6	67.0	79
Female		119151	80	25	118360	67	95	93	88	88	88	80	83	92	78	75	76	67	86	36	5-80.5	66.6	79
No Information Provided		127	53	13	127	45	87	86	83	78	72	62	67	78	62	60	59	54	61	18	5-72.7	53.9	57
Native American		614	78	24	606	66	95	94	91	89	85	81	80	92	75	76	77	70	85	34	5-80.5	66.2	78
Asian		5651	92	41	5635	85	98	97	94	95	93	92	93	98	91	87	89	83	96	58	5-85.9	77.6	91
African American		32559	62	12	32338	55	90	88	77	81	78	66	72	83	65	61	60	50	71	20	5-74.7	56.7	63
Hispanic		75676	70	15	75151	61	95	92	88	85	85	76	79	89	73	68	69	60	81	28	5-78.5	62.8	73
White		116240	88	33	115404	75	98	96	93	93	90	85	86	94	84	83	86	78	92	45	5-83.3	71.7	85
No Information Provided		479	56	13	473	46	89	85	79	76	74	61	65	81	65	63	59	54	66	20	5-73.2	55.0	59
Economically Disadvantaged:	Free Meals	86895	66	12	86191	58	93	91	84	83	83	72	76	86	70	65	65	56	77	24	5-76.9	60.2	69
	Reduced Meals	17290	78	19	17200	66	96	94	88	89	87	79	81	91	77	73	75	65	85	32	5-80.1	65.3	77
	Other	2260	64	13	2236	59	94	92	87	85	84	74	77	87	72	67	65	58	79	27	5-77.8	61.7	71
	No	123656	88	34	122876	75	97	96	92	93	90	85	86	95	84	83	85	78	92	46	5-83.3	71.7	85
	No Information Provided	1118	67	19	1104	56	91	88	84	81	79	68	71	84	71	70	68	64	75	28	5-76.5	60.3	69
Title I, Part A:	Schoolwide Program Participants	108814	72	18	108085	63	94	92	87	86	85	76	79	89	74	70	70	62	81	31	5-78.8	63.6	74
	Targeted Assistance Participants	7612	49	2	7549	42	91	88	79	77	76	62	66	81	58	53	53	41	65	9	5-72.5	52.2	54
	Nonparticipants (Previous Participants)	3203	74	11	3171	59	96	93	87	87	84	78	78	91	74	70	72	60	84	23	5-78.7	61.9	71
	Homeless Participants at Non Title I Schools	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	110098	87	33	109326	74	97	96	92	92	90	84	86	94	84	83	85	77	92	45	5-83.0	71.1	84
	No Information Provided	1490	66	17	1474	59	92	88	83	83	80	70	74	86	71	68	67	58	76	26	5-76.7	60.6	69
Migrant:	Yes	4223	63	10	4189	60	94	93	86	83	85	75	78	87	70	65	64	55	79	25	5-77.5	61.2	70
	No	226129	79	25	224558	68	96	94	89	89	87	80	82	91	78	75	77	69	86	37	5-80.6	66.9	79
	No Information Provided	867	62	15	860	50	90	85	82	80	76	64	69	82	68	67	64	58	71	23	5-74.8	57.6	64
Limited English Proficient:	Yes	14677	50	6	14559	50	92	87	83	76	80	66	73	83	64	56	55	47	70	18	5-74.2	55.9	61
	No	215622	81	26	214136	69	96	94	89	90	88	81	82	92	79	77	78	70	87	38	5-81.0	67.5	80
	No Information Provided	920	61	14	912	51	90	85	83	80	78	65	69	83	68	67	64	58	72	24	5-75.1	58.0	65
Bilingual/ESL Program:	Bilingual	7516	44	4	7454	48	91	87	82	73	79	62	71	81	61	52	50	44	66	15	5-73.0	54.0	58
	ESL	4408	52	6	4367	49	92	85	82	75	79	68	73	85	65	58	57	48	70	18	5-74.4	56.1	61
	Neither	218407	80	25	216908	69	96	94	89	90	88	80	82	92	79	76	78	69	87	38	5-81.0	67.5	80
	No Information Provided	864	61	14	854	50	90	85	82	80	77	65	68	82	68	67	64	59	71	23	5-74.9	57.6	64
Gifted-Talented Program:	Participants	29870	98	61	29758	91	99	99	97	98	96	95	94	99	94	94	95	92	99	71	5-87.9	82.5	94
	Nonparticipants	200485	76	19	198992	64	95	93	88	87	86	77	80	90	76	72	74	65	84	31	5-79.5	64.5	75
	No Information Provided	864	62	14	857	50	90	85	82	80	77	65	68	82	68	67	64	58	71	22	5-74.7	57.3	64
At-Risk:	Yes	81648	55	6	80952	49	92	89	81	79	78	65	70	83	62	57	57	48	70	15	5-74.0	55.1	60
	No	148521	91	35	147620	78	98	97	93	94	92	88	89	96	87	85	87	80	94	48	5-84.2	73.2	87
	No Information Provided	1050	64	17	1035	53	90	86	82	80	77	65	69	83	68	68	66	61	72	25	5-75.3	58.6	66

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GRADE 4 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 227,945 Grade 4 students not in special education who tested, 71 percent met minimum expectations on all tests taken (reading, mathematics, and writing), and 17 percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 82 percent in reading, 87 percent in writing, and 82 percent in mathematics.

The table below provides the number of Grade 4 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score or Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 4 is represented by a scale score of 1500 in writing and a TLI score of 4-70 in reading and mathematics.

Grade 4 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale/TLI Score
Reading	221,785	82%	41%	4-80.9
Writing	219,021	87%	38%	1663
Mathematics	222,095	82%	38%	4-79.0

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of fourth graders tested who achieved Academic Recognition.

Grade 4 Academic Recognition by Subject Area
Spring 1997

Reading	27.0%
Writing	5.0%
Mathematics	23.8%

SUBJECT AREA PERFORMANCE: READING

Eighty-two percent of the 221,785 students tested in reading met minimum expectations, and 41 percent mastered all objectives. The percentage of students mastering each objective ranged from 64 to 85 percent. Grade 4 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 4 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 4 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	75%
Objective 2:	Supporting Ideas	85%
Objective 3:	Summarization	64%
Objective 4:	Relationships and Outcomes	76%
Objective 5:	Inferences and Generalizations	69%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	74%

SUBJECT AREA PERFORMANCE: WRITING

Eighty-seven percent of the 219,021 students tested met minimum expectations on the writing test, and 38 percent mastered all objectives. The objective-level mastery ranged from 52 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 89 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

Ninety-five percent of Grade 4 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. On the 1997 test, Grade 4 students were required to produce a narrative composition in response to a prompt directing the students to write a story. Ninety-five percent of the students tested met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Fifty-two percent of the students achieved mastery by earning a score of 3 or 4.

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 4 Scoring Guide For Narrative Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

Grade 4 Student Performance on Written Composition
Spring 1997

Score	Number Achieving Score	Percent Achieving Score
1	9,642	4%
2	94,932	43%
3	94,678	43%
4	19,515	9%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 254 of the Grade 4 compositions received a rating of 0 (nonscorable). Of these responses, 89 were not written on the specified topic. A total of 65 students did not attempt the writing task.

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 9,642 Grade 4 compositions receiving a score of 1, many (5,900) lacked sufficient support and elaboration to be considered minimally successful. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 4 students achieved the highest mastery rate (89 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Eighty-two percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 67 percent of the students achieved mastery.

Grade 4 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997

Objective 5:	Sentence Construction	82%
Objective 6:	English Usage	89%
Objective 7:	Use of Spelling, Capitalization, and Punctuation	67%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-two percent of the 222,095 fourth graders tested met minimum expectations in mathematics, and 38 percent mastered all objectives. Mastery rates ranged from 63 percent (Objective 10/13: Estimation/Reasonableness) to 94 percent (Objective 5: Probability and Statistics).

Grade 4 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts

Objective 1:	Number Concepts	89%
Objective 2:	Algebraic/Mathematical Relations and Functions	90%
Objective 3:	Geometric Properties and Relationships	92%
Objective 4:	Measurement Concepts	88%
Objective 5:	Probability and Statistics	94%

Domain: Operations

Objective 6:	Use of Addition to Solve Problems	90%
Objective 7:	Use of Subtraction to Solve Problems	79%
Objective 8:	Use of Multiplication to Solve Problems	77%
Objective 9:	Use of Division to Solve Problems	81%

Domain: Problem Solving

Objective 10/13:*	Problem Solving: Estimation/Reasonableness	63%
Objective 11:	Problem Solving Using Solution Strategies	71%
Objective 12:	Problem Solving Using Mathematical Representation	77%

*Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 4 TAAS ITEMS

The following items are from the 1997 TAAS Grade 4 reading, writing, and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports, demographic performance summary reports,** and a **written composition analytic information summary report** for the 1997 TAAS tests administered to Grade 4 students not in special education.

GRADE 4 READING PASSAGE

Abigail's Important Teaching Job

Abigail Powers took her first teaching job at the age of 16. In 1814 it was not unusual for men and women to start teaching at such an early age.

The one-room schoolhouse where she taught was small and crowded. The smell from the wood-burning stove greeted the students as they gathered. The seats were long rows of hard wooden benches, and in the center of the classroom was a large blackboard.

Abigail taught boys and girls of all ages in the one classroom. Some of her students were just beginning school, and others were older than she was. She hoped she would be able to help all of her students learn.

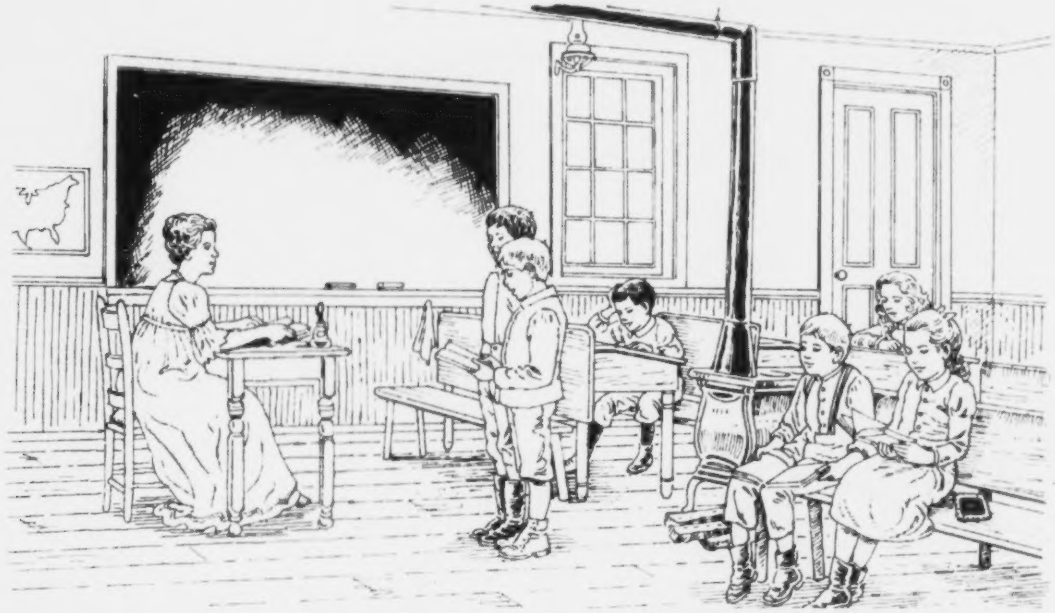
Abigail became a good teacher, and she taught for many years. When she was 21 years old, she was teaching at a school called New Hope Academy. Abigail truly cared about her students. She often stayed late at school with them. Sometimes she looked at them and wondered what they might become when they finished school. Little did Abigail know that one of her students was going to become an important part of her life.

Millard Fillmore was 19 years old when he came to New Hope Academy. He was a tall, handsome boy. Although Millard taught himself to read, he didn't have much time to study because he had been working for a cloth maker since he was 14 years old. Abigail was pleased to discover that he was smart and loved to read. They spent many hours discussing the books they had both read. They shared their opinions of the books with each other. Abigail and Millard began a friendship that continued after Millard left the school. Several years later they were married.

Millard worked hard for the cloth maker, but Abigail knew that he was not happy with the job. She believed Millard could accomplish whatever he wanted. She encouraged him to follow his dream of becoming a lawyer. Millard studied hard, and he became a successful lawyer in 1823.

Millard made many friends, and Abigail was very proud of him. People admired his honesty. Millard decided that he wanted to enter politics. He felt he could use his knowledge to serve the people of the state of New York. Later Millard was chosen to serve his country in the United States Congress.

Abigail never stopped encouraging her husband. Many people believe that if it had not been for Abigail, Millard might not have become the thirteenth President of the United States.



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GRADE 4 READING ITEMS

Objective 1: The student will determine the meaning of words in a variety of written texts.

37 In this story, the word politics means —

6% **A** school
4% **B** cloth making
80% **C*** government
10% **D** teaching

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

39 Millard found it difficult to study when he was a teenager because he —

11% **A** didn't know how to read
4% **B** didn't want to go to school
6% **C** had very few books
79% **D*** began working at a young age

Objective 2: The student will identify supporting ideas in a variety of written texts.

40 What happened last in the story?

3% **F** Abigail got a teaching job.
5% **G** Millard became a lawyer.
85% **H*** Millard became President of the United States.
6% **J** Abigail and Millard were married.

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GRADE 4 WRITING ITEMS

Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Read each passage and decide which type of mistake, if any, appears in each underlined section. Mark the letter for your answer.

Dear Senator White:

When my family visited greenville State Park, we saw hundreds of soft drink
(11)
cans on the ground. Texas needs to charge a deposit on theese containers.
(12)
Even if people wont return the cans themselves, kids could make extra money by
(13)
picking them up. Usually a deposit amount is already written on the tops of the cans.
(14)
Since we have to pay workers to pick up this litter, my idea could save a lot of money.

What do you think.
(15)

Sincerely,

Hannah Hollbrook

2%	**11**	**F**	Spelling
90%		**G***	Capitalization
4%		**H**	Punctuation
4%		**J**	No mistake
78%	**12**	**A***	Spelling
2%		**B**	Capitalization
1%		**C**	Punctuation
18%		**D**	No mistake
7%	**13**	**F**	Spelling
1%		**G**	Capitalization
80%		**H***	Punctuation
11%		**J**	No mistake
8%	**14**	**A**	Spelling
1%		**B**	Capitalization
6%		**C**	Punctuation
84%		**D***	No mistake
1%	**15**	**F**	Spelling
1%		**G**	Capitalization
79%		**H***	Punctuation
19%		**J**	No mistake

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GRADE 4 MATHEMATICS ITEMS

Objective 5: The student will demonstrate an understanding of probability and statistics.

6 In a basket of fruit there are:

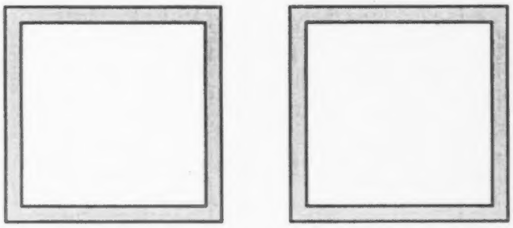
4 apples
3 oranges
1 pineapple
2 pears

Which is a possible outcome if 4 people each choose 1 piece of fruit?

6% **A** 4 oranges
3% **B** 2 apples, 1 pear, 1 cherry
3% **C** 2 pineapples, 2 oranges
88% **D*** 1 pear, 3 apples

Objective 11: The student will determine solution strategies and will analyze or solve problems.

31 Evan bought wood to make 2 square frames. The length of a side on each frame was 1 foot. The wood cost $3 per foot. How much did the wood cost for both frames?



2% **F** $4
19% **G** $6
6% **H** $12
73% **J*** $24

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1 Word Meaning		166833	75
2 Supporting Ideas		188454	85
3 Summarization		141197	64
4 Relationships and Outcomes		169355	76
5 Inferences and Generalizations		153914	69
6 Point of View, Propaganda, and Fact and Nonfact		165108	74
Number Tested: 221785	Met Minimum Expectations	181705	82
Texas Learning Index (TLI): 4-80.9	Mastered All Objectives	91800	41
MATHEMATICS			
Concepts			
1 Number Concepts		196978	89
2 Algebraic/Mathematical Relations and Functions		199426	90
3 Geometric Properties and Relationships		204934	92
4 Measurement Concepts		195443	88
5 Probability and Statistics		209747	94
Operations			
6 Use of Addition to Solve Problems		199875	90
7 Use of Subtraction to Solve Problems		175645	79
8 Use of Multiplication to Solve Problems		170395	77
9 Use of Division to Solve Problems		180460	81
Problem Solving			
10/13 Problem Solving: Estimation/Reasonableness		139745	63
11 Problem Solving Using Solution Strategies		156726	71
12 Problem Solving Using Mathematical Representation		171284	77
Number Tested: 222695	Met Minimum Expectations	181756	82
Texas Learning Index (TLI): 4-79.0	Mastered All Objectives	85495	38
WRITING			
Written Communication			
1-4. Written Composition - Narrative		114193	52

Rating:	0	1	2	3	4
Number:	254	9642	94932	94678	19515
Percent:	0	4	43	43	9

		Mastering Number	Mastering Percent
5 Sentence Construction		180075	82
6 English Usage		195391	89
7 Use of Spelling, Capitalization, and Punctuation		147643	67
Number Tested: 219021	Met Minimum Expectations	189718	87
Average Scale Score: 1663	Mastered All Objectives	83900	38

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	238719	100
Students Absent From All Tests	97	0
Students Exempt From All Tests: LEP	8574	4
Other Students Not Tested	2103	1
Number of Students Tested in:		
Reading, Mathematics	223845	94
Reading, Mathematics, Writing	227945	95

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	166648	74
Reading, Mathematics, Writing	162171	71
Did Not Meet Minimum Expectations On		
One Test Only	34295	15
Two Tests Only	19010	8
All Three Tests	12469	5

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 04
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SFRING 1997

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R W M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		71	221785	82	4-80.9	60	222095	82	4-79.0	75	219021	87	1663
Male		69	107232	80	4-79.9	57	107459	83	4-79.3	76	105869	84	1642
Female		73	114423	84	4-81.8	62	114505	81	4-78.7	75	113121	89	1682
No Information Frovided		53	130	66	4-73.4	40	131	55	4-70.2	52	31	68	1565
Native American		72	674	83	4-81.0	59	677	81	4-78.4	74	652	85	1663
Asian		88	5307	92	4-86.1	73	5341	94	4-84.2	88	5272	95	1731
African American		53	33023	69	4-74.7	43	33040	65	4-73.0	59	32720	76	1599
Hispanic		63	70506	75	4-77.1	48	70736	76	4-76.8	69	69768	83	1624
White		81	111666	90	4-84.9	70	111679	90	4-81.9	82	110352	92	1703
No Information Provided		51	609	65	4-72.9	40	622	60	4-71.0	54	257	71	1576
Economically Disadvantaged:	Yes	59	102504	73	4-76.1	46	102803	73	4-75.7	66	101595	80	1610
	No	82	118251	90	4-85.0	71	118249	89	4-81.9	82	116839	92	1709
	No Information Provided	57	1030	70	4-75.5	46	1043	66	4-73.3	61	587	79	1624
Title I, Part A:	Participants	62	115148	75	4-77.2	49	115444	75	4-76.5	69	114034	82	1622
	Nonparticipants	82	105201	90	4-84.9	70	105193	89	4-81.8	82	103951	92	1708
	No Information Provided	56	1436	70	4-75.5	46	1458	68	4-73.8	62	1036	80	1619
Migrant:	Yes	56	3615	68	4-74.1	40	3647	74	4-75.7	66	3664	77	1594
	No	71	217218	82	4-81.0	60	217484	82	4-79.1	76	214866	87	1664
	No Information Provided	52	952	68	4-74.2	43	964	62	4-72.0	57	491	74	1589
Limited English Proficient:	Yes	49	14531	61	4-71.3	34	14783	69	4-74.1	62	14355	73	1571
	No	73	206312	83	4-81.6	61	206361	83	4-79.4	76	204160	88	1669
	No Information Provided	52	942	67	4-74.2	43	951	63	4-72.1	57	506	74	1588
Bilingual:	Participants	43	7418	56	4-69.2	29	7548	65	4-73.0	58	7357	69	1551
	Nonparticipants	72	213371	83	4-81.3	61	213539	83	4-79.2	76	211111	87	1667
	No Information Provided	51	996	65	4-73.6	41	1008	62	4-71.8	56	553	72	1582
ESL:	Participants	54	4292	65	4-72.7	37	4396	72	4-75.0	64	4169	77	1584
	Nonparticipants	72	216505	82	4-81.1	60	216698	82	4-79.1	76	214300	87	1664
	No Information Provided	51	988	66	4-73.6	41	1001	62	4-71.8	56	552	72	1585
Gifted-Talented:	Participants	95	26510	98	4-91.1	87	26510	98	4-86.3	92	26322	98	1811
	Nonparticipants	68	194351	80	4-79.5	55	194647	80	4-78.0	72	192220	85	1642
	No Information Provided	52	924	66	4-73.7	41	938	62	4-71.8	56	479	73	1586
At Risk:	Yes	45	72223	62	4-71.4	34	72516	62	4-72.0	55	71655	73	1570
	No	84	148455	92	4-85.5	71	148457	91	4-82.4	83	146706	93	1708
	No Information Provided	53	1107	69	4-74.8	45	1122	63	4-72.2	58	660	74	1602
Special Ed. Status Not Provided		52	930	66	4-74.0	42	945	63	4-72.0	57	483	74	1590
Oral Administration:	Math	26	2275	41	4-63.0	19	2402	50	4-67.5	43	2200	51	1498

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION						
						1	2	3	4	5	6							1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education		227945	71	17	221785	75	85	64	76	69	74	82	41	4-80.9	55.1	60	219021	52	82	89	67	87	38	1663
Male		110431	69	16	107232	74	83	63	74	67	72	80	39	4-79.9	53.6	57	105869	48	80	89	63	84	33	1642
Female		117375	73	19	114423	76	87	65	79	72	77	84	44	4-81.8	56.4	62	113121	56	85	90	72	89	43	1682
No Information Provided		139	53	10	130	59	75	45	58	58	61	66	28	4-73.4	44.9	40	31	42	58	90	45	68	19	1565
Native American		700	72	16	674	76	88	66	76	71	74	83	42	4-81.0	55.0	59	652	52	81	89	67	85	38	1663
Asian		5439	88	30	5307	85	94	79	86	81	80	92	55	4-86.1	63.1	73	5272	65	93	88	86	95	54	1731
African American		34031	53	8	33023	63	75	51	63	54	65	69	27	4-74.7	46.1	43	32720	41	71	74	60	76	26	1599
Hispanic		72844	63	11	70506	66	80	56	70	59	67	75	30	4-77.1	48.9	48	69768	46	76	87	61	83	31	1624
White		114260	81	23	111666	84	90	72	84	80	82	90	53	4-84.9	61.3	70	110352	59	89	95	73	92	46	1703
No Information Provided		671	51	10	609	60	72	47	62	52	59	65	25	4-72.9	44.5	40	257	37	64	79	53	71	24	1576
Economically Disadvantaged:	Free Meals	86974	57	8	83642	62	77	51	66	55	65	71	26	4-75.3	46.6	44	82873	41	73	82	58	79	26	1602
	Reduced Meals	17191	70	14	16833	74	84	62	75	68	73	82	37	4-80.2	53.4	56	16715	49	82	90	67	87	35	1647
	Other	2116	57	9	2029	62	78	51	67	53	67	71	26	4-75.4	46.5	43	2007	45	73	82	57	79	28	1602
	No	120543	82	24	118251	85	91	73	84	80	82	90	53	4-85.0	61.5	71	116839	61	89	95	74	92	48	1709
	No Information Provided	1121	57	13	1030	66	76	52	67	58	63	70	32	4-75.5	47.9	46	587	45	72	86	60	79	33	1624
Title I, Part A:	Schoolwide Program Participants	111193	63	12	107724	68	81	57	71	61	69	76	33	4-77.8	50.3	51	106647	46	77	85	62	82	31	1626
	Targeted Assistance Participants	7670	39	2	7420	50	67	35	53	44	57	58	13	4-69.7	38.8	30	7383	31	62	79	47	71	15	1556
	Nonparticipants (Previous Participants)	3167	64	7	3090	69	83	54	71	63	69	79	27	4-77.8	49.0	48	3078	44	78	90	58	84	26	1616
	Homeless Participants at Non Title I Schools	4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	104356	82	24	102111	85	91	73	84	80	82	90	53	4-85.1	61.6	71	100873	61	89	95	75	93	48	1710
	No Information Provided	1555	56	13	1436	64	77	53	65	56	65	70	30	4-75.5	47.7	46	1036	48	72	79	61	80	32	1619
Migrant:	Yes	3886	56	8	3615	58	77	48	65	50	63	68	23	4-74.1	44.7	40	3664	39	71	81	57	77	24	1594
	No	223024	71	17	217218	76	85	64	77	70	75	82	42	4-81.0	55.3	60	214866	52	82	89	68	87	39	1664
	No Information Provided	1035	52	11	952	63	75	50	64	55	61	68	28	4-74.2	46.2	43	491	39	63	82	57	74	27	1589
Limited English Proficient:	Yes	15521	49	6	14531	53	72	43	61	41	58	61	17	4-71.3	41.2	34	14355	36	68	74	50	73	20	1571
	No	211397	73	18	206312	77	86	65	78	71	76	83	43	4-81.6	56.1	61	204160	53	83	90	69	88	40	1669
	No Information Provided	1027	52	11	942	63	74	50	64	55	61	67	29	4-74.2	46.2	43	506	38	67	79	55	74	26	1588
Bilingual/ESL Program	Bilingual	7955	43	4	7418	49	68	38	57	34	56	56	13	4-69.2	38.5	29	7357	32	65	71	45	69	16	1551
	ESL	4654	54	7	4292	55	75	47	63	46	59	65	20	4-72.7	43.0	37	4169	39	71	76	54	77	22	1584
	Neither	214259	73	18	209087	77	86	65	77	71	76	83	43	4-81.5	55.9	61	206947	53	83	90	69	87	39	1668
	No Information Provided	1043	51	10	958	62	73	49	63	53	59	65	27	4-73.6	45.3	41	527	37	67	79	53	72	25	1584
Gifted-Talented Program:	Participants	26840	95	47	26510	95	98	90	95	92	90	98	76	4-91.1	73.4	87	26322	77	97	98	89	98	70	1811
	Nonparticipants	200100	68	13	194351	73	83	60	74	66	72	80	37	4-79.5	52.6	55	192220	49	80	88	64	85	34	1642
	No Information Provided	1005	52	10	924	62	73	49	63	53	61	66	28	4-73.7	45.4	41	479	38	67	81	56	73	27	1586
At-Risk:	Yes	75039	45	4	72223	54	70	41	57	46	59	62	17	4-71.4	41.1	34	71655	35	66	78	49	73	18	1570
	No	151699	84	24	148455	86	92	75	86	81	82	92	53	4-85.5	61.9	71	146706	60	90	95	77	93	48	1708
	No Information Provided	1207	53	11	1107	64	75	51	66	57	61	69	30	4-74.8	47.1	45	660	41	69	81	56	74	28	1602

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATHEMATICS	CONCEPTS					OPERATIONS				PROBLEM SOLVING							
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 13 PROBLEM SOLVING ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																
All Students Not In Special Education		227945	71	17	222095	89	90	92	88	94	90	79	77	81	63	71	77	82	38	4-79.0	64.5	75
Male		110431	69	16	107459	90	91	93	89	94	88	79	77	81	64	72	80	83	40	4-79.3	65.1	76
Female		117375	73	19	114505	88	89	92	87	95	92	79	76	81	62	69	75	81	37	4-78.7	63.9	75
No Information Provided		139	53	10	131	69	68	81	72	85	76	63	50	67	43	56	59	55	21	4-70.2	51.0	52
Native American		700	72	16	677	87	90	92	87	95	91	78	75	79	60	72	79	81	37	4-78.4	63.5	74
Asian		5439	88	30	5341	95	95	97	95	97	95	92	92	94	78	83	89	94	58	4-84.2	74.7	88
African American		34031	53	8	33040	81	80	85	77	89	85	66	62	71	45	54	62	65	22	4-73.0	54.6	59
Hispanic		72844	63	11	70736	85	87	91	84	93	89	74	72	77	56	65	70	76	31	4-76.8	60.6	69
White		114260	81	23	111679	93	94	95	93	97	92	85	84	87	72	78	86	90	47	4-81.9	69.5	82
No Information Provided		671	51	10	622	74	76	81	76	84	80	62	55	64	44	56	61	60	22	4-71.0	52.1	54
Economically Disadvantaged:	Free Meals	86974	57	8	83926	83	84	88	81	91	87	70	67	73	51	61	66	72	26	4-75.1	57.8	64
	Reduced Meals	17191	70	14	16838	89	90	92	88	95	90	78	76	81	61	69	76	82	36	4-78.7	63.6	74
	Other	2116	57	9	2039	84	86	91	81	92	88	70	69	76	54	61	67	74	27	4-75.9	58.7	66
	No	120543	82	24	118249	93	94	95	93	97	92	86	84	87	72	78	85	89	48	4-81.9	69.6	82
	No Information Provided	1121	57	13	1043	79	79	86	79	87	84	66	61	70	49	60	67	66	27	4-73.3	55.7	61
Title I, Part A:	Schoolwide Program Participants	111193	63	12	108007	86	87	90	84	93	89	74	72	77	57	65	71	76	32	4-76.9	60.9	70
	Targeted Assistance Participants	7670	39	2	7433	79	80	85	77	89	82	63	55	65	39	47	55	60	13	4-71.3	50.9	52
	Nonparticipants (Previous Participants)	3167	64	7	3085	87	90	91	87	94	88	77	72	78	54	64	74	80	27	4-77.4	60.3	69
	Homeless Participants at Non Title I Schools	4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	104356	82	24	102108	93	94	95	93	97	92	86	84	87	72	78	86	90	48	4-81.9	69.6	82
	No Information Provided	1555	56	13	1458	81	81	87	79	88	84	67	62	71	48	59	65	68	27	4-73.8	56.5	62
Migrant:	Yes	3886	56	8	3647	84	85	89	82	92	89	72	70	76	53	63	65	74	28	4-75.7	58.7	66
	No	223024	71	17	217484	89	90	92	88	95	90	79	77	81	63	71	77	82	39	4-79.1	64.6	76
	No Information Provided	1035	52	11	964	77	77	83	77	86	81	62	59	66	46	57	64	62	24	4-72.0	53.7	57
Limited English Proficient:	Yes	15521	49	6	14783	81	83	88	79	89	87	69	66	72	48	57	61	69	24	4-74.1	56.2	62
	No	211397	73	18	206361	89	90	93	89	95	90	80	78	82	64	72	78	83	40	4-79.4	65.1	76
	No Information Provided	1027	52	11	951	77	77	83	77	86	82	63	59	66	45	57	64	63	24	4-72.1	53.9	57
Bilingual/ESL Program:	Bilingual	7955	43	4	7548	80	81	87	77	88	87	65	63	69	45	56	58	65	21	4-73.0	54.3	58
	ESL	4654	54	7	4396	83	83	87	81	90	87	72	69	75	51	59	63	72	26	4-75.0	57.8	64
	Neither	214259	73	18	209152	89	90	93	89	95	90	80	77	82	64	71	78	83	39	4-79.3	65.1	76
	No Information Provided	1043	51	10	969	77	77	83	76	86	82	62	58	65	45	57	63	62	23	4-71.8	53.4	56
Gifted-Talented Program:	Participants	26840	95	47	26510	98	98	98	98	99	96	95	95	95	87	92	96	98	72	4-86.3	79.9	92
	Nonparticipants	200100	68	13	194647	88	89	91	87	94	89	77	74	79	60	68	75	80	34	4-78.0	62.5	72
	No Information Provided	1005	52	10	938	77	77	83	77	86	81	62	57	65	45	56	64	62	23	4-71.8	53.2	56
At-Risk:	Yes	75039	45	4	72516	79	80	86	77	89	84	63	59	66	42	52	58	62	17	4-72.0	52.5	55
	No	151699	84	24	148457	93	95	95	94	97	93	87	86	89	73	80	87	91	49	4-82.4	70.4	83
	No Information Provided	1207	53	11	1122	77	77	84	78	87	81	63	59	66	46	57	65	63	25	4-72.2	54.2	58

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	19
Lacked language control	5	379
Lacked organization/structure	6	1328
Lacked support/elaboration	20	5900
Drifted from specified purpose	6	2157
Used wrong purpose	66	3348
Drifted from specified topic	0	21
Wrote off topic	89	
No writing attempted	65	
Indecipherable response	66	
Insufficient response to specified task	34	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	254	9642	94932	94678	19515	219021
PERCENT:	0	4	43	43	9	

Grade 3 TAAS Results

SPRING 1997 ADMINISTRATION

Of the 221,995 Grade 3 students not in special education who tested, 73 percent met minimum expectations on all tests taken (reading and mathematics); 33 percent of the students mastered all objectives. In reading, 81 percent of the students tested met minimum expectations; 81 percent met minimum expectations in mathematics.

The table below provides the number of Grade 3 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 3 is represented by a TLI score of 3-70 in reading and mathematics.

Grade 3 Student Performance by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average TLI Score
Reading	219,521	81%	56%	3-79.7
Mathematics	220,278	81%	42%	3-78.4

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of third graders tested who achieved Academic Recognition.

Grade 3 Academic Recognition by Subject Area
Spring 1997

Reading	26.0%
Mathematics	27.0%

SUBJECT AREA PERFORMANCE: READING

Eighty-one percent of the Grade 3 students tested met minimum expectations on the reading test, and 56 percent mastered all objectives. The percentage of students mastering each objective ranged from 74 to 89 percent. Grade 3 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 3 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 3 Student Mastery of Reading Objectives
Spring 1997

Objective 1:	Word Meaning	89%
Objective 2:	Supporting Ideas	77%
Objective 3:	Summarization	74%
Objective 4:	Relationships and Outcomes	81%
Objective 5:	Inferences and Generalizations	84%
Objective 6:	Point of View, Propaganda, and Fact and Nonfact	80%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-one percent of the third graders tested met minimum expectations in mathematics, and 42 percent mastered all objectives. Mastery rates ranged from 69 percent (Objective 10/13: Problem Solving: Estimation/Reasonableness) to 94 percent (Objective 5: Probability and Statistics).

Grade 3 Student Mastery of Mathematics Objectives
Spring 1997

Domain: Concepts		
Objective 1:	Number Concepts	91%
Objective 2:	Algebraic/Mathematical Relations and Functions	90%
Objective 3:	Geometric Properties and Relationships	89%
Objective 4:	Measurement Concepts	88%
Objective 5:	Probability and Statistics	94%
Domain: Operations		
Objective 6:	Use of Addition to Solve Problems	90%
Objective 7:	Use of Subtraction to Solve Problems	73%
Objective 8/9:*	Use of Multiplication/Division to Solve Problems	86%

Domain: Problem Solving

Objective 10/13:*	Problem Solving: Estimation/Reasonableness	69%
Objective 11:	Problem Solving Using Solution Strategies	79%
Objective 12:	Problem Solving Using Mathematical Representation	78%

*Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 3 TAAS ITEMS

The following items are from the 1997 TAAS Grade 3 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 3 students not in special education.

GRADE 3 READING PASSAGE

Which puppy will Danny choose?

School was over for the day. Danny and his friend Matt were walking home. They saw a sign tacked to the telephone pole in front of the fruit stand.

FREE
Black-and-White-Spotted Puppies
Need a lot of love
Call Mr. Jones at 555-2332

Danny took a pencil out of his backpack and wrote down the phone number. Danny had always wanted a spotted puppy. "I can't wait to tell Mom about this," Danny said to Matt.

Danny's mom was excited about the news, too. She had been thinking about getting a puppy for Danny's birthday. Now she knew where to look.

"Let's call the number. Maybe we can pick one out today," she said.

Danny's mom called the number he had copied. She asked for Mr. Jones. They talked for a while, and then she hung up the phone. "Let's go, Danny," she said. "We're going to get a puppy."

Danny's mom drove to the address that Mr. Jones had given to her. There was a green house with a fence around the yard. The yard was full of spotted puppies.

Danny was sure he knew which puppy he wanted even before he got out of the car. He ran to the fence to take a closer look. The mother dog was mostly black and had shaggy hair that hung almost to the ground. Next to her was a black puppy with two white spots on its back. "This one is perfect," said Danny. Danny's mom reminded him to take his time. There were a lot of puppies to look at, and he should not choose too quickly.

Danny looked again as he walked into the yard. This time he saw a white one with black spots. He liked this puppy, too. Spotted puppies were everywhere. Several more puppies wrestled each other as Danny watched. They rolled around on the ground and chewed on each other's ears. They were all wonderful. He would see one puppy that he liked, and then another would come by that he liked just as much. Danny did not know which puppy to choose.

Just then a tiny, solid-black puppy jumped from behind a bush. She was a little rascal. She wagged her tail and pulled on the leg of Danny's pants. The puppy's whole body shook with excitement as she jumped on Danny. A big smile came across Danny's face. He knew just what to do. "This puppy may not be spotted," Danny said, "but it's the one for me."

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GRADE 3 READING ITEMS

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

32 Which is a FACT in the story?

6% ○ Danny has too many puppies.

6% ○ Danny rolled on the ground with the puppies.

83% ⊛ Danny's mom called Mr. Jones.

6% ○ Danny's friend liked puppies, too.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

33 Why did Danny choose the solid-black puppy?

4% ○ She was the only puppy left.

84% ⊛ She played with Danny.

6% ○ Mr. Jones said she was the best one.

7% ○ Danny's mom liked her best.

Objective 1: The student will determine the meaning of words in a variety of written texts.

35 In this story, the word wrestled means —

82% ⊛ fought playfully

5% ○ ran quickly

2% ○ ate noisily

11% ○ jumped excitedly

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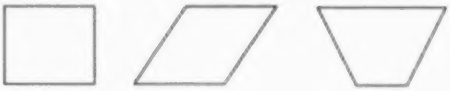
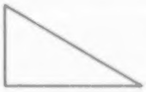
GRADE 3 MATHEMATICS ITEMS

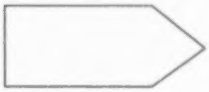
Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

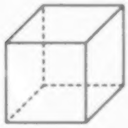
16 Look at the group of shapes.

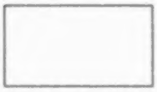


Which shape belongs to the group of shapes above? Mark your answer.

7% ○ 

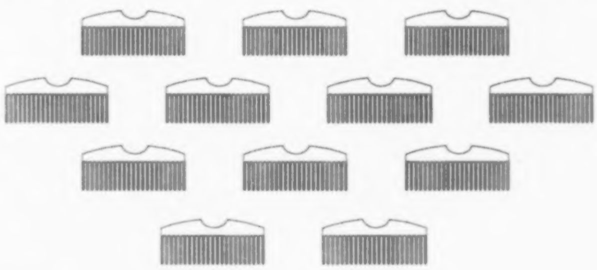
5% ○ 

10% ○ 

78% ● 

Objective 9: The student will use the operation of division to solve problems.

36 LaShawn, Becky, and Kathy are going to share a package of 12 combs. How many combs will each girl get if they share the package equally? Mark your answer.



8% ○ 3

82% ● 4

9% ○ 6

1% ○ 9

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		195614	89
2. Supporting Ideas		168780	77
3. Summarization		162308	74
4. Relationships and Outcomes		178191	81
5. Inferences and Generalizations		184976	84
6. Point of View, Propaganda, and Fact and Nonfact		176236	80
Number Tested: 219521	Met Minimum Expectations	177640	81
Texas Learning Index (TLI): 3-79.7	Mastered All Objectives	121862	56
MATHEMATICS			
Concepts			
1. Number Concepts		200763	91
2. Algebraic/Mathematical Relations and Functions		198651	90
3. Geometric Properties and Relationships		195545	89
4. Measurement Concepts		193128	88
5. Probability and Statistics		206588	94
Operations			
6. Use of Addition to Solve Problems		199005	90
7. Use of Subtraction to Solve Problems		161785	73
8/9. Use of Multiplication/Division to Solve Problems		190422	86
Problem Solving			
10/13 Problem Solving: Estimation/Reasonableness		151758	69
11 Problem Solving Using Solution Strategies		173339	79
12 Problem Solving Using Mathematical Representation		172138	78
Number Tested: 220278	Met Minimum Expectations	178432	81
Texas Learning Index (TLI): 3-78.4	Mastered All Objectives	93107	42

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	234448	100
Students Absent From All Tests	1173	1
Students Exempt From All Tests: LEP	10891	5
Other Students Not Tested	389	0
Number of Students Tested	221995	95

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	163094	73
Did Not Meet Minimum Expectations On:		
One Test Only	34075	15
Both Tests	24826	11

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Students Not In Special Ed.		73	219521	81	3-79.7	56	220278	81	3-78.4	74
Male		72	106275	78	3-78.5	53	106815	81	3-78.5	74
Female		75	112928	83	3-80.8	59	113144	81	3-78.3	74
No Information Provided		54	318	67	3-73.3	39	319	63	3-71.6	56
Native American		69	725	78	3-78.4	52	725	76	3-77.1	71
Asian		89	5199	92	3-84.7	69	5223	94	3-84.1	87
African American		57	34399	69	3-74.1	41	34541	66	3-72.3	57
Hispanic		65	67111	73	3-75.8	44	67495	75	3-75.9	67
White		83	111520	89	3-83.5	66	111725	89	3-81.5	81
No Information Provided		50	567	62	3-71.1	35	569	59	3-69.4	51
Economic Disadvantaged:	Yes	62	102964	71	3-75.1	43	103531	73	3-74.9	64
	No	84	115011	90	3-83.8	67	115196	89	3-81.6	82
	No Information Provided	64	1546	73	3-76.2	48	1551	73	3-74.7	64
Title I, Part A:	Participants	65	115503	74	3-76.3	46	116082	75	3-75.8	67
	Nonparticipants	83	102450	89	3-83.6	66	102625	88	3-81.4	81
	No Information Provided	61	1568	71	3-75.3	45	1571	70	3-74.0	63
Migrant:	Yes	59	3483	66	3-72.6	36	3511	73	3-74.9	64
	No	74	214863	81	3-79.8	56	215590	81	3-78.5	74
	No Information Provided	59	1175	69	3-74.4	43	1177	67	3-72.8	60
Limited Eng. Proficient:	Yes	60	16718	67	3-73.0	37	16969	74	3-75.5	66
	No	75	201044	82	3-80.3	57	201546	82	3-78.7	75
	No Information Provided	63	1759	72	3-75.4	44	1763	74	3-75.4	66
Bilingual:	Participants	59	9400	65	3-72.2	34	9557	75	3-75.7	67
	Nonparticipants	74	208850	82	3-80.0	57	209447	81	3-78.5	74
	No Information Provided	58	1271	70	3-74.5	43	1274	67	3-72.8	59
ESL:	Participants	62	4362	70	3-74.2	39	4449	74	3-75.7	66
	Nonparticipants	74	213872	81	3-79.8	56	214539	81	3-78.5	74
	No Information Provided	58	1287	69	3-74.4	43	1290	67	3-72.8	59
Gifted-Talented:	Participants	96	21895	98	3-89.2	83	21921	97	3-86.9	92
	Nonparticipants	71	196447	79	3-78.6	52	197172	79	3-77.5	71
	No Information Provided	58	1179	69	3-74.3	43	1185	67	3-72.6	59
At Risk:	Yes	55	53322	65	3-72.1	35	53749	68	3-73.0	59
	No	80	164815	86	3-82.2	62	165136	85	3-80.2	78
	No Information Provided	58	1384	69	3-74.5	43	1393	67	3-72.8	59
Special Ed. Status Not Provided		58	1190	69	3-74.4	43	1197	68	3-72.8	59
Oral Administration:	Math	30	2372	37	3-60.5	16	2630	52	3-67.5	43

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
						1	2	3	4	5	6					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery										
All Students Not In Special Education		221995	73	33	219521	89	77	74	81	84	80	81	56	3-79.7	52.9	56
Male		107648	72	33	106275	88	73	72	78	83	79	78	52	3-78.5	51.3	53
Female		114020	75	34	112928	90	80	76	84	86	82	83	59	3-80.8	54.5	59
No Information Provided		327	54	19	318	82	61	62	69	75	68	67	41	3-73.3	44.2	39
Native American		732	69	30	725	86	74	71	77	83	79	78	52	3-78.4	51.2	52
Asian		5243	89	51	5199	96	89	84	90	92	90	92	70	3-84.7	60.2	69
African American		34833	57	19	34399	82	65	64	70	75	69	69	40	3-74.1	45.0	41
Hispanic		68057	65	24	67111	84	71	67	76	76	74	73	44	3-75.8	46.9	44
White		112550	83	43	111520	94	84	81	87	92	88	89	66	3-83.5	58.7	66
No Information Provided		580	50	18	567	76	57	59	67	70	63	62	36	3-71.1	42.0	35
Economically Disadvantaged:	Free Meals	85211	60	21	83867	82	66	64	72	74	70	69	40	3-74.3	44.9	40
	Reduced Meals	17339	73	29	17172	90	76	73	81	84	80	81	53	3-79.3	51.6	53
	Other	1965	62	21	1925	83	66	66	73	73	71	70	40	3-74.4	44.9	40
	No	115905	84	44	115011	95	85	82	88	92	88	90	67	3-83.8	59.2	67
	No Information Provided	1575	64	26	1546	84	68	69	75	78	73	73	49	3-76.2	48.8	48
Title I, Part A:	Schoolwide Program Participants	108886	66	27	107497	85	71	68	76	78	75	75	47	3-76.6	48.5	47
	Targeted Assistance Participants	8137	49	11	7999	78	56	57	66	71	66	62	29	3-71.2	40.0	32
	Nonparticipants (Previous Participants)	3031	67	21	2994	88	71	69	77	82	76	77	45	3-77.3	47.9	46
	Homeless Participants at Non Title I Schools	7	86	29	7	86	86	86	100	86	86	86	71	3-85.4	62.3	72
	Nonparticipants (Not Previous Participants)	100341	84	43	99456	95	85	82	88	92	88	90	67	3-83.7	59.0	67
	No Information Provided	1593	61	24	1568	83	67	67	74	76	72	71	46	3-75.3	47.2	45
Migrant:	Yes	3552	59	21	3483	77	65	60	72	67	69	66	36	3-72.6	42.5	36
	No	217244	74	34	214863	89	77	74	81	85	81	81	56	3-79.8	53.1	56
	No Information Provided	1199	59	24	1175	81	65	65	73	75	69	69	44	3-74.4	46.4	43
Limited English Proficient:	Yes	17119	60	20	16718	80	67	63	72	67	68	67	36	3-73.0	42.8	37
	No	203091	75	34	201044	90	78	75	82	86	81	82	57	3-80.3	53.8	57
	No Information Provided	1785	63	25	1759	85	70	68	75	76	70	72	43	3-75.4	46.7	44
Bilingual/ESL Program:	Bilingual	9641	59	20	9400	79	66	62	71	64	67	65	34	3-72.2	41.5	34
	ESL	4493	62	22	4362	83	69	64	75	70	70	70	39	3-74.2	44.3	39
	Neither	206560	74	34	204483	90	78	75	82	86	81	82	57	3-80.2	53.7	57
	No Information Provided	1277	58	23	1253	82	65	66	73	75	70	69	44	3-74.5	46.4	43
Gifted-Talented Program:	Participants	22018	96	70	21895	99	96	93	96	97	96	98	86	3-89.2	69.8	83
	Nonparticipants	198774	71	29	196447	88	75	72	80	83	79	79	52	3-78.6	51.1	52
	No Information Provided	1203	58	22	1179	81	64	64	73	75	69	69	43	3-74.3	46.1	43
At-Risk:	Yes	54263	55	16	53322	78	61	60	69	70	67	65	34	3-72.1	41.7	35
	No	166321	80	39	164815	93	82	78	85	89	85	86	63	3-82.2	56.6	62
	No Information Provided	1411	58	23	1384	82	65	65	73	76	70	69	45	3-74.5	46.5	43

130

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																
						CONCEPTS					OPERATIONS			PROBLEM SOLVING							
						1	2	3	4	5	6	7	8 9	10 13	11	12					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery															
All Students Not In Special Education		221995	73	33	220278	91	90	89	88	94	90	73	86	69	79	78	81	42	3-78.4	63.5	74
Male		107648	72	33	106815	91	91	90	88	94	89	74	85	71	79	78	81	43	3-78.5	63.8	74
Female		114020	75	34	113144	91	89	88	87	94	92	73	88	67	79	79	81	41	3-78.3	63.3	74
No Information Provided		327	54	19	319	83	78	76	78	83	85	59	76	52	68	67	63	28	3-71.6	53.2	56
Native American		732	69	30	725	87	89	89	86	93	88	69	84	65	77	74	76	39	3-77.1	61.6	71
Asian		5243	89	51	5223	97	95	95	93	98	96	89	94	83	90	90	94	63	3-84.1	73.9	87
African American		34833	57	19	34541	85	84	79	79	87	83	61	77	54	67	67	66	26	3-72.3	53.9	57
Hispanic		68057	65	24	67495	89	87	86	84	92	89	68	84	61	73	74	75	34	3-75.9	59.2	67
White		112550	83	43	111725	94	94	93	92	97	93	80	90	78	86	84	89	51	3-81.5	68.7	81
No Information Provided		580	50	18	569	79	77	71	75	81	80	56	73	52	60	63	59	24	3-69.4	50.5	51
Economically Disadvantaged:	Free Meals	85211	60	21	84348	87	86	83	82	90	87	64	81	58	70	71	71	30	3-74.3	56.7	63
	Reduced Meals	17339	73	29	17235	91	90	89	87	94	90	72	87	67	78	77	81	39	3-78.0	62.4	72
	Other	1965	62	21	1948	88	88	84	83	91	90	66	81	58	71	73	73	30	3-75.0	57.5	64
	No	115905	84	44	115196	94	94	93	92	97	93	81	90	78	86	84	89	52	3-81.6	68.9	82
	No Information Provided	1575	64	26	1551	85	85	80	82	89	86	66	81	62	73	72	73	32	3-74.7	57.8	64
Title I, Part A:	Schoolwide Program Participants	108886	66	27	108018	89	88	85	85	91	88	68	84	63	74	74	76	36	3-76.1	59.8	68
	Targeted Assistance Participants	8137	49	11	8057	86	84	82	80	89	84	56	76	51	64	62	64	20	3-71.6	51.7	53
	Nonparticipants (Previous Participants)	3031	67	21	2997	91	90	88	87	94	89	66	83	63	75	71	77	31	3-76.2	58.9	66
	Homeless Participants at Non Title I Schools	7	86	29	7	100	86	100	100	100	100	57	86	86	86	100	100	43	3-78.9	61.0	70
	Nonparticipants (Not Previous Participants)	100341	84	43	99628	94	93	93	92	97	93	81	90	77	86	84	89	51	3-81.5	68.7	81
	No Information Provided	1593	61	24	1571	85	85	80	81	88	86	64	80	68	70	71	70	32	3-74.0	56.7	63
Migrant:	Yes	3552	59	21	3511	87	86	84	82	90	89	66	83	59	70	74	73	32	3-74.9	57.6	64
	No	217244	74	34	215590	91	90	89	88	94	90	74	87	69	79	78	81	42	3-78.5	63.7	74
	No Information Provided	1199	59	24	1177	82	84	77	79	86	84	62	78	59	68	68	67	31	3-72.8	55.3	60
Limited English Proficient:	Yes	17119	60	20	16969	87	86	85	83	91	89	67	84	61	71	75	74	34	3-75.5	58.7	66
	No	203091	75	34	201546	92	91	89	88	94	90	74	87	70	79	78	82	43	3-78.7	64.0	75
	No Information Provided	1785	63	25	1763	86	87	83	83	90	88	68	82	63	73	74	74	36	3-75.4	58.8	66
Bilingual/ESL Program:	Bilingual	9641	59	20	9557	87	86	86	84	91	89	67	84	62	71	76	75	34	3-75.7	59.1	67
	ESL	4493	62	22	4449	89	87	84	83	91	90	68	84	62	72	75	74	34	3-75.7	58.8	66
	Neither	206560	74	34	204992	91	90	89	88	94	90	74	87	69	79	78	82	43	3-78.6	63.9	75
	No Information Provided	1277	58	23	1256	83	83	78	79	87	84	62	79	58	67	68	67	30	3-72.8	55.0	59
Gifted-Talented Program:	Participants	22018	96	70	21921	98	97	97	97	99	98	93	97	91	95	95	97	76	3-86.9	80.1	92
	Nonparticipants	198774	71	29	197172	90	89	88	87	93	90	71	85	67	77	76	79	39	3-77.5	61.7	71
	No Information Provided	1203	58	22	1185	82	83	77	78	86	84	63	78	57	67	68	67	29	3-72.6	54.7	59
At-Risk:	Yes	54263	55	16	53749	86	84	83	80	89	85	61	79	55	66	67	68	26	3-73.0	54.5	59
	No	166321	80	39	165136	93	92	91	90	96	92	78	89	73	83	82	85	48	3-80.2	66.5	78
	No Information Provided	1411	58	23	1393	82	83	78	79	87	84	63	79	58	68	68	67	30	3-72.8	55.0	59

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Grade 4 SPANISH TAAS

SPRING 1997 ADMINISTRATION

Of the 11,918 students not in special education who tested, 29 percent met minimum expectations on all tests taken (reading and mathematics); 2 percent of the students mastered all objectives. In reading, 36 percent of the students tested met minimum expectations, while 47 percent met minimum expectations in mathematics.

The table below provides the number of Grade 4 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score. The standard for meeting minimum expectations on the Grade 4 Spanish TAAS is represented by a scale score of 1500 in both reading and mathematics.

Grade 4 Student Performance on Spanish TAAS by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale Score
Reading	11,792	36%	6%	1458
Mathematics	11,767	47%	9%	1491

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of fourth graders tested who achieved Academic Recognition on the Spanish TAAS tests.

Grade 4 Academic Recognition on Spanish TAAS by Subject Area
Spring 1997

Reading	2.1%
Mathematics	3.9%

SUBJECT AREA PERFORMANCE: READING

Thirty-six percent of the Grade 4 students tested met minimum expectations on the reading test, and 6 percent mastered all objectives. The percentage of students mastering each objective ranged from 17 to 50 percent. Grade 4 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 4 students achieving mastery on each reading objective for the spring 1997 administration of the Spanish TAAS.

Grade 4 Student Mastery of Spanish Reading Objectives
Spring 1997

Objetivo 1:	Significado de palabras (Word Meaning)	49%
Objetivo 2:	Ideas complementarias (Supporting Ideas)	50%
Objetivo 3:	Resúmenes (Summarization)	17%
Objetivo 4:	Relaciones y resultados (Relationships and Outcomes)	40%
Objetivo 5:	Inferencias y generalizaciones (Inferences & Generalizations)	26%
Objetivo 6:	Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	36%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Forty-seven percent of the fourth graders tested met minimum expectations in mathematics, and 9 percent mastered all objectives. Mastery rates ranged from 26 percent (Objective 10/13: Resolución de problemas usando estimaciones/evaluación de lo razonable) to 75 percent (Objective 5: Probabilidad y estadística).

Grade 4 Student Mastery of Spanish Mathematics Objectives
Spring 1997

Área: Conceptos (Domain: Concepts)

Objetivo 1:	Conceptos numéricos (Number Concepts)	61%
Objetivo 2:	Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	63%
Objetivo 3:	Propiedades y relaciones geométricas (Geometric Properties & Relationships)	72%
Objetivo 4:	Conceptos de medida (Measurement Concepts)	63%
Objetivo 5:	Probabilidad y estadística (Probability and Statistics)	75%

Área: Operaciones (Domain: Operations)

Objetivo 6:	Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	74%
Objetivo 7:	Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	46%
Objetivo 8:	Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	43%
Objetivo 9:	Uso de la división para resolver problemas (Use of Division to Solve Problems)	54%

Área: Resolución de problemas (Domain: Problem Solving)

Objetivo 10/13:*	Resolución de problemas usando estimaciones/evaluación de lo razonable(Problem Solving: Estimation/Reasonableness)	26%
Objetivo 11:	Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	41%
Objetivo 12:	Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	39%

*Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 4 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS Grade 4 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 Spanish TAAS tests administered to Grade 4 students not in special education.

El regalo especial de Midori

La mamá de Midori se ganaba la vida como músico profesional en Japón. Tenía un violín muy costoso. Cuando no lo estaba tocando, lo dejaba encima del piano. Con frecuencia Midori se subía a la banca del piano para tratar de bajar el violín de su mamá. A Midori le encantaba oír a su mamá tocar el violín y quería tratar de tocarlo ella también.

Cuando Midori cumplió tres años de edad, su mamá le dio un regalo especial. Los ojos de Midori brillaron de felicidad al ver que el regalo era su propio violín. Midori era tan pequeñita que hasta un violín pequeño se veía grande junto a ella. Sin embargo, este violín era pequeño y un niño podía tocarlo. Tanto amaba Midori a su violín que practicaba todos los días.

Cuando Midori cumplió ocho años, un amigo de su mamá grabó a Midori mientras ella tocaba una pieza muy difícil en su violín. Una famosa maestra de violín en los Estados Unidos oyó la grabación. Ella se sorprendió que una niña tan pequeña tuviera tanto talento. Les pidió a los padres de Midori que la dejaran asistir a la conocida escuela de música Juilliard en los Estados Unidos. La maestra estaba tan emocionada con el talento de Midori que se ofreció para ser su maestra sin cobrarle.

Midori y su mamá se mudaron a los Estados Unidos en 1982. Cuando Midori tenía 16 años, la invitaron a tocar el violín con una orquesta famosa. Mientras tocaba el violín para el público, una de las cuerdas se rompió. La jovencita caminó con calma hacia el violinista más importante de la orquesta y le pidió prestado su violín. Continuó tocando pero una cuerda de este violín también se rompió. Midori entonces pidió prestado otro violín. Ella continuó tocando tan maravillosamente que el público entero se paró y la aclamó. Leonard Bernstein, el director de la orquesta, estaba tan asombrado que se arrodilló y abrazó a Midori.

Midori apreció el regalo que le había dado su mamá y supo usarlo bien. El violín resultó ser mucho más que un simple regalo para Midori. Fue un regalo para todos los amantes de la música en todas partes del mundo.

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Objetivo 1: El estudiante determinará el significado de palabras en una variedad de textos escritos.

21 La palabra profesional en este cuento quiere decir alguien que —

74% **A*** recibe un pago por su trabajo
8% **B** ya no trabaja
6% **C** nunca ha trabajado
12% **D** les pide a otros que trabajen

Objetivo 4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.

22 La maestra de violín le quería dar clases a Midori porque ella —

10% **F** creía que Midori necesitaba mucha ayuda
8% **G** sabía que Midori no podía pagar las clases
18% **H** quería grabar a Midori cada vez que ella practicara
64% **J*** reconocía que Midori tenía talento y quería ayudarla

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

23 Según el cuento, se puede concluir que la mamá de Midori probablemente —

18% **A** le daba regalos a su hija con frecuencia
6% **B** quería que su hija se fuera de la casa
11% **C** disfrutaba de los viajes con su hija
64% **D*** le enseñó a Midori a tocar el violín

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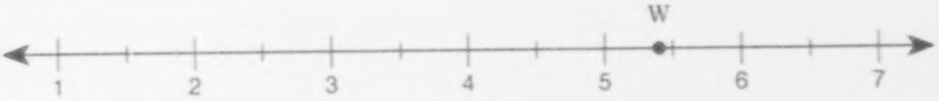
GRADE 4 SPANISH MATHEMATICS ITEMS

Objetivo 2: El estudiante demostrará comprensión de relaciones matemáticas, funciones y otros conceptos algebraicos.

15 ¿Cuál es el número que mejor representa el punto W?



5% **F** 5.1

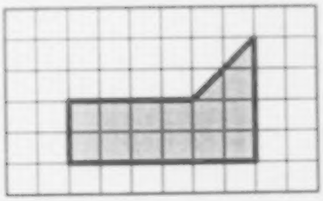
68% **G*** 5.4

20% **H** 5.6

7% **J** 5.9

Objetivo 4: El estudiante demostrará comprensión de conceptos de medición usando unidades métricas y usuales.

16 ¿Cuál es la mejor estimación del ***área*** del polígono dibujado en la cuadrícula?



2% **A** 12 unidades cuadradas

14% **B** 13 unidades cuadradas

78% **C*** 14 unidades cuadradas

6% **D** 16 unidades cuadradas

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
COMPRENSION DE LECTURA		
1. Significado de palabras	5834	49
2. Ideas complementarias	5887	50
3. Resumenes	2012	17
4. Relaciones y resultados	4709	40
5. Inferencias y generalizaciones	3080	26
6. Punto de vista, propaganda y hechos/no hechos	4283	36
Number Tested: 11792		
Average Scale Score: 1458		
Met Minimum Expectations	4303	36
Mastered All Objectives	693	6
MATEMATICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numericos	7236	61
2. Relaciones y funciones matemáticas/algebraicas	7443	63
3. Propiedades y relaciones geometricas	8500	72
4. Conceptos de medida	7469	63
5. Probabilidad y estadística	8822	75
OPERACIONES		
6. Uso de la suma para resolver problemas	8699	74
7. Uso de la resta para resolver problemas	5375	46
8. Uso de la multiplicación para resolver problemas	5081	43
9. Uso de la division para resolver problemas	6323	54
RESOLUCIÓN DE PROBLEMAS		
10/13 Resolución de problemas usando estimaciones/ evaluación de lo razonable	3105	26
11 Uso de estrategias para solucionar problemas	4799	41
12 Resolución de problemas usando representaciones matemáticas	4550	39
Number Tested: 11767		
Average Scale Score: 1491		
Met Minimum Expectations	5500	47
Mastered All Objectives	1099	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	14542	100
Students Absent From All Tests	48	0
Students Exempt From All Tests: LEP	1657	11
Other Students Not Tested	919	6
Number of Students Tested	11918	82

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	3456	29
Did Not Meet Minimum Expectations On:		
One Test Only	3168	27
Both Tests	5294	44

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Average Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Average Scale Score
All Students Not In Special Ed.	29	11792	36	1458	11767	47	1491
Male	26	5919	32	1443	5908	47	1492
Female	32	5845	41	1473	5830	46	1490
No Information Provided	17	28	25	1440	29	31	1465
Native American	50	6	50	1470	6	50	1495
Asian	---	1	---	----	1	---	----
African American	---	4	---	----	4	---	----
Hispanic	29	11626	37	1458	11602	47	1491
White	17	12	17	1448	12	58	1512
No Information Provided	22	143	27	1431	142	32	1450
Economic Disadvantaged: Yes	29	11038	36	1457	11014	47	1491
No	32	598	42	1473	598	47	1494
No Information Provided	22	156	27	1432	155	34	1455
Title I, Part A: Participants	29	10226	37	1459	10212	47	1492
Nonparticipants	25	1044	32	1443	1035	40	1471
No Information Provided	34	522	39	1460	520	52	1509
Migrant: Yes	30	703	36	1454	695	51	1506
No	29	10901	37	1458	10885	47	1491
No Information Provided	25	188	29	1437	187	37	1456
Bilingual: Participants	29	11434	37	1458	11411	47	1492
Nonparticipants	26	166	34	1445	165	42	1482
No Information Provided	23	192	29	1436	191	37	1461
ESL: Participants	18	88	26	1420	88	34	1457
Nonparticipants	29	11461	37	1458	11438	47	1492
No Information Provided	25	243	32	1443	241	38	1462
Gifted-Talented: Participants	61	222	67	1538	218	76	1590
Nonparticipants	28	11397	36	1456	11378	46	1490
No Information Provided	25	173	31	1442	171	36	1456
At Risk: Yes	28	10686	36	1456	10662	46	1488
No	41	938	46	1484	938	63	1535
No Information Provided	21	168	26	1428	167	32	1446
Special Ed. Status Not Provided	25	173	31	1440	171	35	1456
Oral Administration: Math	10	27	0	1371	30	37	1440

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSION DE LECTURA								
						1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery								
All Students Not In Special Education		11918	29	2	11792	49	50	17	40	26	36	36	6	1458
Male		5989	26	2	5919	47	44	15	35	22	32	32	5	1443
Female		5900	32	3	5845	52	56	19	45	30	40	41	7	1473
No Information Provided		29	17	3	28	43	36	0	32	21	18	25	0	1440
Native American		6	50	0	6	50	50	17	50	50	33	50	0	1470
Asian		1	---	---	1	---	---	---	---	---	---	---	---	----
African American		4	---	---	4	---	---	---	---	---	---	---	---	----
Hispanic		11750	29	2	11626	50	50	17	40	26	36	37	6	1458
White		12	17	8	12	50	50	8	33	25	8	17	8	1448
No Information Provided		145	22	4	143	43	38	13	35	18	29	27	6	1431
Economically Disadvantaged:	Free Meals	10275	29	2	10171	49	50	17	40	26	36	36	6	1457
	Reduced Meals	375	34	3	367	53	51	18	39	26	38	39	6	1467
	Other	503	26	1	500	51	47	13	38	21	35	33	4	1447
	No	607	32	3	598	53	54	19	42	30	41	42	7	1473
	No Information Provided	158	22	4	156	44	37	13	33	19	29	27	7	1432
Title I, Part A:	Schoolwide Program Participants	10241	29	2	10135	50	51	17	40	27	36	37	6	1459
	Targeted Assistance Participants	89	19	1	89	43	39	11	35	22	33	26	4	1437
	Nonparticipants (Previous Participants)	34	35	6	31	42	42	13	42	19	45	32	10	1432
	Homeless Participants at Non Title I Schools	2	---	---	2	---	---	---	---	---	---	---	---	----
	Nonparticipants (Not Previous Participants)	1027	25	1	1013	49	44	15	36	22	35	32	4	1443
	No Information Provided	525	34	4	522	51	47	19	42	26	37	39	7	1460
Migrant:	Yes	712	30	3	703	49	50	19	38	27	32	36	8	1454
	No	11015	29	2	10901	50	50	17	40	26	37	37	6	1458
	No Information Provided	191	25	4	188	47	39	14	35	20	29	29	7	1437
Bilingual/ESL Program:	Bilingual	11555	29	2	11434	50	50	17	40	26	36	37	6	1458
	ESL	90	18	2	88	35	40	13	40	18	25	26	2	1420
	Neither	80	34	5	80	54	51	21	48	26	40	43	8	1471
	No Information Provided	190	23	4	187	43	42	14	35	21	33	29	6	1436
Gifted-Talented Program:	Participants	225	61	12	222	72	75	40	65	55	50	67	19	1538
	Nonparticipants	11518	28	2	11397	49	50	17	40	26	36	36	6	1456
	No Information Provided	175	25	4	173	45	42	16	36	20	29	31	8	1442
At-Risk:	Yes	10802	28	2	10686	49	49	17	39	26	36	36	6	1456
	No	946	41	5	938	60	59	23	48	33	44	46	9	1484
	No Information Provided	170	21	4	168	43	36	13	33	18	27	26	5	1428

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

140

		ALL TESTS TAKEN (R, M)			MATEMATICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCION DE PROBLEMAS					
						1	2	3	4	5	6	7	8	9	10 13	11	12			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMERICOS	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACION PARA RESOLVER PROBLEMAS	USO DE LA DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery														
All Students Not In Special Education		11918	29	2	11767	61	63	72	63	75	74	46	43	54	26	41	39	47	9	1491
Male		5989	26	2	5908	63	65	73	66	74	70	45	44	53	27	41	41	47	9	1492
Female		5900	32	3	5830	60	62	72	61	76	78	47	42	55	25	41	37	46	10	1490
No Information Provided		29	17	3	29	48	48	69	59	66	76	34	45	34	17	34	31	31	3	1465
Native American		6	50	0	6	33	67	83	50	83	67	50	50	67	17	50	33	50	17	1495
Asian		1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----
African American		4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----
Hispanic		11750	29	2	11602	62	63	72	64	75	74	46	43	54	27	41	39	47	9	1491
White		12	17	8	12	42	50	92	75	67	83	42	50	58	42	33	50	58	17	1512
No Information Provided		145	22	4	142	49	47	63	57	60	63	35	41	40	15	30	29	32	5	1450
Economically Disadvantaged:	Free Meals	10275	29	2	10146	62	63	72	63	75	74	46	43	54	27	41	39	47	10	1491
	Reduced Meals	375	34	3	367	62	68	75	63	78	76	52	49	58	28	49	47	53	10	1502
	Other	503	26	1	501	56	65	74	66	81	79	42	40	51	24	37	37	47	6	1485
	No	607	32	3	598	61	64	73	62	78	75	46	44	57	28	42	41	47	10	1494
	No Information Provided	158	22	4	155	49	50	63	59	61	63	38	43	43	17	31	29	34	6	1455
Title I, Part A:	Schoolwide Program Participants	10241	29	2	10124	62	63	72	64	75	74	46	43	54	27	41	39	47	10	1492
	Targeted Assistance Participants	89	19	1	86	62	66	78	62	67	74	44	35	55	16	33	31	40	6	1481
	Nonparticipants (Previous Participants)	34	35	6	34	59	68	85	62	76	71	62	50	62	35	53	41	53	21	1510
	Homeless Participants at Non Title I Schools	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----
	Nonparticipants (Not Previous Participants)	1027	25	1	1001	56	59	69	58	73	68	42	37	48	19	37	35	40	6	1470
	No Information Provided	525	34	4	520	65	66	80	68	77	74	50	52	55	30	43	43	52	11	1509
Migrant:	Yes	712	30	3	695	62	67	76	69	80	76	51	48	56	29	43	40	51	11	1506
	No	11015	29	2	10885	62	63	72	63	75	74	45	43	54	26	41	39	47	9	1491
	No Information Provided	191	25	4	187	49	50	62	58	63	65	40	40	44	20	33	29	37	5	1456
Bilingual/ESL Program:	Bilingual	11555	29	2	11411	62	64	72	64	75	74	46	43	54	27	41	39	47	9	1492
	ESL	90	18	2	88	48	53	58	52	63	64	44	31	52	22	33	33	34	13	1457
	Neither	80	34	5	79	58	67	75	71	80	68	48	48	62	27	42	41	53	16	1511
	No Information Provided	190	23	4	186	53	49	62	56	61	62	40	38	45	20	35	33	35	7	1459
Gifted-Talented Program:	Participants	225	61	12	218	82	84	80	83	88	88	73	66	77	55	66	64	76	28	1590
	Nonparticipants	11518	28	2	11378	61	63	72	63	75	74	45	43	53	26	40	38	46	9	1490
	No Information Provided	175	25	4	171	49	50	61	57	62	64	40	40	43	20	33	30	36	5	1456
At Risk:	Yes	10802	28	2	10662	61	62	72	63	75	73	45	42	53	25	40	38	46	9	1488
	No	946	41	5	938	69	75	81	73	82	82	58	59	65	39	52	49	63	18	1535
	No Information Provided	170	21	4	167	47	46	62	57	59	60	35	40	39	16	32	28	32	5	1446

186

187

Grade 3 SPANISH TAAS

SPRING 1997 ADMINISTRATION

Of the 18,155 students not in special education who tested, 36 percent met minimum expectations on all tests taken (reading and mathematics); 7 percent of the students mastered all objectives. In reading, 44 percent of the students tested met minimum expectations, while 52 percent met minimum expectations in mathematics.

The table below provides the number of Grade 3 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score. The standard for meeting minimum expectations on the Grade 3 Spanish TAAS is represented by a scale score of 1500 in both reading and mathematics.

Grade 3 Student Performance on Spanish TAAS by Subject Area
Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale Score
Reading	18,000	44%	15%	1486
Mathematics	17,934	52%	16%	1511

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of third graders tested who achieved Academic Recognition on the Spanish TAAS tests.

Grade 3 Academic Recognition on Spanish TAAS by Subject Area
Spring 1997

Reading	2.9%
Mathematics	8.0%

SUBJECT AREA PERFORMANCE: READING

Forty-four percent of the Grade 3 students tested met minimum expectations on the reading test, and 15 percent mastered all objectives. The percentage of students mastering each objective ranged from 35 to 69 percent. Grade 3 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 3 students achieving mastery on each reading objective for the spring 1997 administration of the Spanish TAAS.

Grade 3 Student Mastery of Spanish Reading Objectives
Spring 1997

Objetivo 1:	Significado de palabras (Word Meaning)	69%
Objetivo 2:	Ideas complementarias (Supporting Ideas)	43%
Objetivo 3:	Resúmenes (Summarization)	35%
Objetivo 4:	Relaciones y resultados (Relationships and Outcomes)	49%
Objetivo 5:	Inferencias y generalizaciones (Inferences & Generalizations)	46%
Objetivo 6:	Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	44%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Fifty-two percent of the third graders tested met minimum expectations in mathematics, and 16 percent mastered all objectives. Mastery rates ranged from 40 percent (Objective 10/13: Resolución de problemas usando estimaciones/evaluación de lo razonable) to 80 percent (Objective 6: Uso de la suma para resolver problemas).

Grade 3 Student Mastery of Spanish Mathematics Objectives
Spring 1997

Área: Conceptos (Domain: Concepts)

Objetivo 1:	Conceptos numéricos (Number Concepts)	66%
Objetivo 2:	Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	70%
Objetivo 3:	Propiedades y relaciones geométricas (Geometric Properties & Relationships)	73%
Objetivo 4:	Conceptos de medida (Measurement Concepts)	72%
Objetivo 5:	Probabilidad y estadística (Probability and Statistics)	74%

Área: Operaciones (Domain: Operations)

Objetivo 6:	Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	80%
Objetivo 7:	Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	47%
Objetivo 8/9:*	Uso de la multiplicación/división para resolver problemas (Use of Multiplication/Division to Solve Problems)	68%

Área: Resolución de problemas (Domain: Problem Solving)

Objetivo 10/13:*	Resolución de problemas usando estimaciones/evaluación de lo razonable (Problem Solving: Estimation/Reasonableness)	40%
Objetivo 11:	Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	47%
Objetivo 12:	Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	61%

*Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 3 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS Grade 3 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 Spanish TAAS tests administered to Grade 3 students not in special education.

¿Qué hizo Bobby cuando llegó el circo?

Bobby estaba muy emocionado. Por fin había llegado el circo al pueblo. Bobby había ido al circo el año pasado y se había divertido mucho. Lo que más le gustaba eran los animales. Y de todos los animales, el que más le gustaba era el elefante.

Bobby decidió ir a ver a los elefantes de cerca. Se fue en su bicicleta hasta llegar a un campo grande donde estaban levantando el circo. Los trabajadores estaban muy ocupados preparando las carpas y poniendo letreros.

Un hombre les estaba dando de comer a tres elefantes. Bobby los miró mientras comían. Cuando terminaron de comer, los elefantes metieron la trompa en un tanque grande de agua. Después se metieron la trompa en la boca y se tomaron el agua.

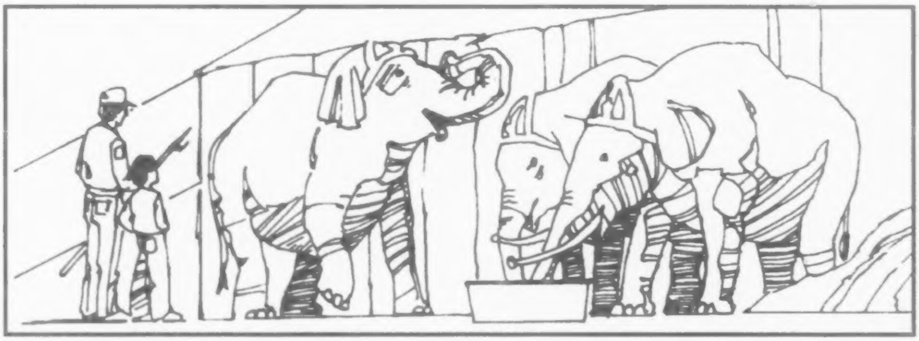
El hombre le dijo a Bobby que el elefante más grande medía once pies de alto y pesaba casi doce mil libras. Este elefante se comía cuatrocientas libras de comida al día.

El hombre se acercó al elefante más grande y le dijo: —¡Arriba, muchacho! —El elefante bajó la trompa hasta el suelo y el hombre se montó en ella. Entonces el elefante lo levantó en el aire. —¡Abajo, muchacho! —dijo el hombre. El elefante lo bajó.

—¡Increíble! —dijo Bobby—. ¡Qué inteligente!

—¡Claro que sí! —dijo el hombre—. Los elefantes son muy inteligentes. Pueden aprender a hacer muchas cosas. Si vienes a la función esta noche a las ocho, podrás ver toda clase de trucos.

Esa noche la mamá de Bobby lo llevó al circo. Lo que más le gustó a Bobby fueron los elefantes.



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Objetivo 1: El estudiante determinará el significado de palabras en una variedad de textos escritos.

6 La palabra función en este cuento significa —

84% ⊛ presentación
5% ○ campamento
2% ○ selva
9% ○ zoológico

Objetivo 3: El estudiante resumirá una variedad de textos escritos.

7 La mayor parte de este cuento se trata de —

84% ⊛ un niño al que le gustan los elefantes
4% ○ un hombre que cuida animales
5% ○ cómo entrenar a los elefantes
6% ○ animales que hacen trucos

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

8 ¿Qué estaban haciendo los trabajadores del circo al comienzo del cuento?

13% ○ Entrenando a los animales
9% ○ Comiendo
70% ⊛ Preparando las carpas
8% ○ Practicando sus trucos

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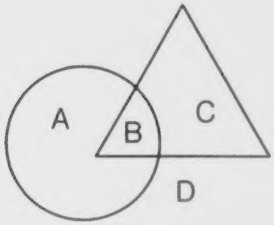
Objetivo 3: El estudiante demostrará comprensión de propiedades y relaciones geométricas.

3 ¿Qué letra está dentro del triángulo y fuera del círculo? Marca tu respuesta.



4% ○ A

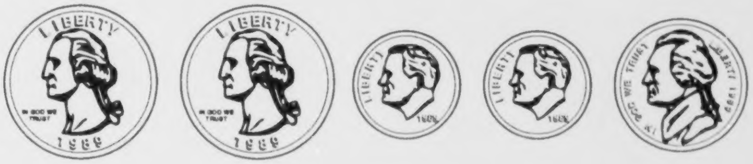
7% ○ B

82% ● C

7% ○ D

Objetivo 7: El estudiante usará la operación de resta para resolver problemas.

39 Beto tenía 75¢. Gastó 35¢ en leche. ¿Cuánto dinero le quedó a Beto? Marca tu respuesta.



8% ○ 50¢

81% ● 40¢

6% ○ 35¢

5% ○ 30¢

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

		Mastering Number	Mastering Percent
LECTURA (READING) **COMPRENSION DE LECTURA**			
1 Significado de palabras		12437	69
2 Ideas complementarias		7657	43
3 Resumenes		6249	35
4 Relaciones y resultados		8764	49
5 Inferencias y generalizaciones		8264	46
6 Punto de vista, propaganda y hechos/no hechos		7948	44
Number Tested: 18000	Met Minimum Expectations	7870	44
Average Scale Score: 1486	Mastered All Objectives	2691	15
MATEMATICAS (MATHEMATICS) **CONCEPTOS**			
1. Conceptos numericos		11816	66
2. Relaciones y funciones matemáticas/algebraicas		12550	70
3. Propiedades y relaciones geometricas		13080	73
4. Conceptos de medida		12847	72
5. Probabilidad y estadistica		13351	74
OPERACIONES			
6. Uso de la suma para resolver problemas		14345	80
7. Uso de la resta para resolver problemas		8402	47
8/9. Uso de la multiplicación/division para resolver problemas		12238	68
RESOLUCIÓN DE PROBLEMAS			
10/13 Resolucion de problemas usando estimaciones/ evaluacion de lo razonable		7254	40
11 Uso de estrategias para solucionar problemas		8344	47
12 Resolucion de problemas usando representaciones matemáticas		10940	61
Number Tested: 17934	Met Minimum Expectations	9300	52
Average Scale Score: 1511	Mastered All Objectives	2814	16

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	19231	100
Students Absent From All Tests	72	0
Students Exempt From All Tests: LEP	949	5
Other Students Not Tested	55	0
Number of Students Tested	18155	94

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	6537	36
Did Not Meet Minimum Expectations On:		
One Test Only	4472	25
Both Tests	7146	39

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING)			MATEMATICAS (MATHEMATICS)		
		Number Tested	Pct Met Min Exp	Average Scale Score	Number Tested	Pct Met Min Exp	Average Scale Score
All Students Not In Special Ed	36	18000	44	1486	17934	52	1511
Male	33	8859	39	1472	8828	52	1511
Female	39	9010	49	1500	8978	52	1513
No Information Provided	23	131	31	1433	128	30	1442
Native American	31	13	31	1432	13	31	1445
Asian	---	3	---	----	3	---	----
African American	27	11	36	1441	11	36	1461
Hispanic	36	17726	44	1486	17660	52	1513
White	49	35	57	1517	35	51	1516
No Information Provided	14	212	20	1417	212	22	1418
Economic Disadvantaged: Yes	36	16766	44	1486	16698	52	1513
No	40	922	50	1498	923	55	1519
No Information Provided	15	312	23	1427	313	24	1426
Title I, Part A: Participants	37	16096	44	1488	16034	53	1515
Nonparticipants	31	1609	40	1476	1605	47	1495
No Information Provided	16	295	24	1428	295	25	1429
Migrant: Yes	35	1019	42	1482	1018	52	1517
No	36	16669	44	1487	16603	52	1513
No Information Provided	19	312	25	1431	313	28	1436
Bilingual: Participants	37	16933	44	1487	16875	53	1514
Nonparticipants	29	654	38	1464	646	43	1475
No Information Provided	26	413	34	1459	413	38	1465
ESL: Participants	20	151	27	1428	142	38	1451
Nonparticipants	36	17348	44	1487	17291	52	1513
No Information Provided	25	501	35	1456	501	36	1463
Gifted-Talented: Participants	71	458	75	1578	455	85	1626
Nonparticipants	35	17215	43	1484	17151	51	1510
No Information Provided	17	327	26	1434	328	27	1434
At Risk: Yes	37	16433	44	1487	16380	53	1514
No	34	1222	43	1480	1207	50	1497
No Information Provided	17	345	25	1433	347	27	1432
Special Ed. Status Not Provided	18	319	26	1433	320	27	1434
Oral Administration: Math	7	24	4	1406	27	37	1462

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA 1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESÚMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery								
All Students Not In Special Education		18155	36	7	18000	69	43	35	49	46	44	44	15	1486
Male		8939	33	6	8859	66	37	32	44	41	41	39	12	1472
Female		9084	39	8	9010	73	48	37	54	50	48	49	18	1500
No Information Provided		132	23	5	131	47	23	22	42	37	29	31	10	1433
Native American		13	31	0	13	62	38	15	31	31	15	31	0	1432
Asian		3	---	---	3	---	---	---	---	---	---	---	---	----
African American		11	27	0	11	45	27	27	36	55	45	36	9	1441
Hispanic		17878	36	7	17726	69	43	35	49	46	44	44	15	1486
White		35	49	9	35	71	49	43	49	54	46	57	14	1517
No Information Provided		215	14	2	212	44	21	23	33	30	25	20	7	1417
Economically Disadvantaged:	Free Meals	15566	36	7	15443	69	42	34	48	46	44	43	15	1485
	Reduced Meals	641	41	9	637	73	49	42	53	49	48	49	19	1504
	Other	698	38	7	686	73	48	38	51	48	48	50	18	1498
	No	933	40	10	922	72	48	39	53	51	47	50	18	1498
	No Information Provided	317	15	3	312	50	22	25	35	32	29	23	7	1427
Title I, Part A:	Schoolwide Program Participants	15873	37	8	15749	70	44	35	50	47	45	45	16	1489
	Targeted Assistance Participants	352	23	3	347	56	31	22	37	35	32	29	7	1448
	Nonparticipants (Previous Participants)	33	15	0	33	52	33	27	45	36	36	24	6	1460
	Homeless Participants at Non Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	----
	Nonparticipants (Not Previous Participants)	1599	31	5	1576	67	39	33	46	44	39	40	12	1476
	No Information Provided	298	16	2	295	50	24	24	35	33	28	24	7	1428
Migrant:	Yes	1032	35	9	1019	67	42	34	48	41	45	42	15	1482
	No	16806	36	7	16669	70	43	35	49	46	44	44	15	1487
	No Information Provided	317	19	3	312	52	25	25	38	32	29	25	7	1431
Bilingual/ESL Program:	Bilingual	17074	37	7	16933	70	43	35	49	46	45	44	15	1487
	ESL	152	20	3	151	53	22	19	36	32	25	27	5	1428
	Neither	518	31	6	509	66	38	28	46	45	42	41	13	1475
	No Information Provided	410	25	5	406	59	34	33	41	40	38	34	13	1457
Gifted-Talented Program:	Participants	460	71	26	458	87	73	60	72	71	69	75	40	1578
	Nonparticipants	17364	35	7	17215	69	42	34	48	45	44	43	14	1484
	No Information Provided	331	17	3	327	53	25	26	37	33	29	26	8	1434
At-Risk:	Yes	16572	37	7	16433	70	43	35	49	46	45	44	15	1487
	No	1233	34	6	1222	68	41	31	49	45	41	43	13	1480
	No Information Provided	350	17	3	345	52	25	26	37	33	30	25	8	1433

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)														
					CONCEPTOS					OPERACIONES			RESOLUCION DE PROBLEMAS					
					1	2	3	4	5	6	7	8 9	10 13	11	12			
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMERICOS	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACION/ DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
					Percent of Students Demonstrating Objective Mastery													
All Students Not In Special Education	18155	36	7	17934	66	70	73	72	74	80	47	68	40	47	61	52	16	1511
Male	8939	33	6	8828	66	70	74	72	74	78	47	66	43	46	60	52	16	1511
Female	9084	39	8	8978	66	70	72	72	75	82	47	71	39	47	62	52	16	1513
No Information Provided	132	23	5	128	48	51	55	52	58	62	32	48	26	27	45	30	9	1442
Native American	13	31	0	13	38	62	62	46	46	77	38	62	38	46	31	31	15	1445
Asian	3	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	----
African American	11	27	0	11	55	64	64	64	64	82	36	45	36	36	55	36	0	1461
Hispanic	17878	36	7	17660	66	70	73	72	75	80	47	69	41	47	61	52	16	1513
White	35	49	9	35	66	74	77	77	71	77	40	60	46	49	66	51	14	1516
No Information Provided	215	14	2	212	37	42	44	44	50	60	25	42	22	21	38	22	3	1418
Economically Disadvantaged: Free Meals	15566	36	7	15364	66	70	73	72	74	80	47	68	40	46	61	52	16	1512
Reduced Meals	641	41	9	639	73	76	78	75	80	84	54	73	44	54	67	59	20	1538
Other	698	38	7	695	68	74	75	74	77	82	45	70	42	43	65	53	15	1514
No	933	40	10	923	68	72	76	74	76	80	48	70	41	51	63	55	17	1519
No Information Provided	317	15	3	313	39	44	46	49	53	63	25	45	23	27	40	24	4	1426
Title I, Part A: Schoolwide Program Participants	15873	37	8	15686	67	71	74	72	75	81	48	69	41	47	62	53	16	1516
Targeted Assistance Participants	352	23	3	348	55	70	69	63	63	73	37	62	34	36	50	40	9	1474
Nonparticipants (Previous Participants)	33	15	0	33	48	64	39	52	58	82	21	58	21	30	52	33	0	1441
Homeless Participants at Non Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	----
Nonparticipants (Not Previous Participants)	1599	31	5	1572	62	67	69	70	71	77	44	66	38	45	57	47	12	1496
No Information Provided	298	16	2	295	39	45	47	50	54	63	25	47	23	27	41	25	5	1429
Migrant: Yes	1032	35	9	1018	67	69	73	73	74	81	48	70	41	48	65	52	17	1517
No	16806	36	7	16603	66	70	73	72	75	80	47	68	41	47	61	52	16	1513
No Information Provided	317	19	3	313	43	47	48	51	56	65	27	49	25	29	42	28	5	1436
Bilingual/ESL Program: Bilingual	17074	37	7	16875	67	71	74	72	75	81	48	69	41	47	62	53	16	1514
ESL	152	20	3	142	46	51	56	55	57	66	37	54	26	32	47	38	8	1451
Neither	518	31	6	510	55	64	62	68	67	75	37	66	36	41	54	45	11	1483
No Information Provided	410	25	5	406	53	55	53	57	61	67	36	56	32	34	50	37	11	1463
Gifted-Talented Program: Participants	460	71	26	455	86	90	89	91	92	94	75	87	69	75	85	85	42	1626
Nonparticipants	17364	35	7	17151	66	70	73	72	74	80	46	68	40	46	61	51	15	1510
No Information Provided	331	17	3	328	42	47	48	51	55	65	27	48	24	28	43	27	5	1434
At-Risk: Yes	16572	37	7	16380	67	71	74	72	75	80	48	69	41	47	62	53	16	1514
No	1233	34	6	1207	62	68	65	69	71	78	44	64	41	44	58	50	13	1497
No Information Provided	350	17	3	347	41	47	48	51	54	65	26	49	25	27	43	27	5	1432

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SECTION IV

TAAS Benchmarked Tests

Spring 1997

BENCHMARK TESTING

Spring 1997 was designated as a benchmark year for the Grade 5 and Grade 6 Spanish TAAS reading and mathematics tests and the Grade 4 Spanish TAAS writing test. In a benchmark year all eligible students are tested, but a passing standard is not established prior to testing. Student performance data generated from a benchmark administration are reviewed by the State Board of Education and used to establish the passing standard for future administrations. Districts received raw score data for all students tested, as well as data reporting mastery of objectives.

Grade 6 SPANISH TAAS

SUBJECT AREA PERFORMANCE: READING

A total of 2,387 students took the Grade 6 Spanish reading test. The average raw score was 24 items correct on the 40-item test.

Grade 6 Student Mastery of Spanish Reading Objectives
Spring 1997

Objetivo 1:	Significado de palabras (Word Meaning)	48%
Objetivo 2:	Ideas complementarias (Supporting Ideas)	77%
Objetivo 3:	Resúmenes (Summarization)	16%
Objetivo 4:	Relaciones y resultados (Relationships and Outcomes)	31%
Objetivo 5:	Inferencias y generalizaciones (Inferences & Generalizations)	31%
Objetivo 6:	Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	20%

SUBJECT AREA PERFORMANCE: MATHEMATICS

A total of 2,371 students took the Grade 6 Spanish mathematics test. The average raw score was 32 items correct on the 56-item test.

Grade 6 Student Mastery of Spanish Mathematics Objectives
Spring 1997

Área: Conceptos (Domain: Concepts)

Objetivo 1:	Conceptos numéricos (Number Concepts)	39%
Objetivo 2:	Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	61%
Objetivo 3:	Propiedades y relaciones geométricas (Geometric Properties & Relationships)	60%
Objetivo 4:	Conceptos de medida (Measurement Concepts)	69%
Objetivo 5:	Probabilidad y estadística (Probability and Statistics)	31%

Área: Operaciones (Domain: Operations)

Objetivo 6:	Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	44%
Objetivo 7:	Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	46%
Objetivo 8:	Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	67%
Objetivo 9:	Uso de la división para resolver problemas (Use of Division to Solve Problems)	38%

Área: Resolución de problemas (Domain: Problem Solving)

Objetivo 10:	Resolución de problemas usando estimaciones (Problem Solving: Estimation)	48%
Objetivo 11:	Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	21%
Objetivo 12:	Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	33%
Objetivo 13:	Resolución de problemas usando la evaluación de lo razonable (Problem Solving: Reasonableness)	26%

Grade 5 SPANISH TAAS

SUBJECT AREA PERFORMANCE: READING

A total of 7,422 students took the Grade 5 Spanish reading test. The average raw score was 24 items correct on the 40-item test.

Grade 5 Student Mastery of Spanish Reading Objectives Spring 1997

Objetivo 1:	Significado de palabras (Word Meaning)	26%
Objetivo 2:	Ideas complementarias (Supporting Ideas)	51%
Objetivo 3:	Resúmenes (Summarization)	21%
Objetivo 4:	Relaciones y resultados (Relationships and Outcomes)	28%
Objetivo 5:	Inferencias y generalizaciones (Inferences & Generalizations)	37%
Objetivo 6:	Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	55%

SUBJECT AREA PERFORMANCE: MATHEMATICS

A total of 7,354 students took the Grade 5 Spanish mathematics test. The average raw score was 31 items correct on the 52-item test.

Grade 5 Student Mastery of Spanish Mathematics Objectives
Spring 1997

Área: Conceptos (Domain: Concepts)

Objetivo 1:	Conceptos numéricos (Number Concepts)	27%
Objetivo 2:	Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	77%
Objetivo 3:	Propiedades y relaciones geométricas (Geometric Properties & Relationships)	65%
Objetivo 4:	Conceptos de medida (Measurement Concepts)	62%
Objetivo 5:	Probabilidad y estadística (Probability and Statistics)	53%

Área: Operaciones (Domain: Operations)

Objetivo 6:	Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	64%
Objetivo 7:	Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	38%
Objetivo 8:	Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	56%
Objetivo 9:	Uso de la división para resolver problemas (Use of Division to Solve Problems)	66%

Área: Resolución de problemas (Domain: Problem Solving)

Objetivo 10:	Resolución de problemas usando estimaciones (Problem Solving: Estimation)	44%
Objetivo 11:	Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	36%
Objetivo 12:	Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	30%
Objetivo 13:	Resolución de problemas usando la evaluación de lo razonable (Problem Solving: Reasonableness)	29%

Grade 4 SPANISH TAAS

SUBJECT AREA PERFORMANCE: WRITING

A total of 11,928 students took the Grade 4 Spanish writing test. The average raw score was 18 items correct on the 28-item multiple-choice portion of the test. On the written composition portion of the test, 84 percent of the students tested received a score of 2 or higher.

WRITTEN COMPOSITION

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the Spanish language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. On the 1997 benchmark test in Spanish, Grade 4 students were required to produce a narrative composition in response to a prompt directing the students to write a story. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 4 Spanish Scoring Guide For Narrative Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

Grade 4 Student Performance on the Spanish Written Composition
Spring 1997

Score	Number Achieving Score	Percent Achieving Score
1	1,813	15%
2	6,355	53%
3	3,202	27%
4	490	4%

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the Spanish writing test, Grade 4 students achieved the highest mastery rate (72 percent) on Objective 6, which requires them to recognize appropriate Spanish usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage.

Grade 4 Student Mastery of Spanish Writing Objectives
(Multiple-Choice Section)
Spring 1997

Objectivo 5:	Estructura de oraciones	41%
Objectivo 6:	Uso del español	72%
Objectivo 7:	Uso de ortografía, mayúsculas y puntuación	30%

GRADES 4, 5, and 6 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS benchmarked tests: the Grade 5 and Grade 6 reading and mathematics tests and the Grade 4 writing test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** for the 1997 Grades 5 and 6 Spanish reading and mathematics benchmark tests as well as the Grade 4 Spanish writing benchmark test administered to students not in special education.

Gloria Estefan

Mucha gente conoce a Gloria Estefan como una artista y cantante muy dinámica. El 20 de marzo de 1990, Gloria sufrió un accidente que casi acabó con su carrera. Sin embargo, el accidente no la detuvo y hoy su música sigue inspirando a mucha gente.

Los primeros años y su éxito

Gloria Fajardo nació el 1 de septiembre de 1957 en La Habana, Cuba. Poco después de su nacimiento, los padres de Gloria decidieron mudarse a los Estados Unidos. Gloria tenía solamente 16 meses de edad cuando llegaron a Texas.

Después de un tiempo, el padre de Gloria se alistó en el ejército de los Estados Unidos. Como la familia se mudaba con mucha frecuencia, muchas veces Gloria se sentía fuera de lugar con sus compañeros de clase en la escuela. Para disminuir esta tristeza, Gloria aprendió a tocar la guitarra. Sola en su cuarto, pasaba horas cantando, componiendo y tocando canciones. Esto la hacía sentirse más feliz.

Con el tiempo, la familia de Gloria se estableció en Miami, Florida. Ella siempre ha considerado a Miami su hogar. En 1975, cuando terminaba la escuela secundaria, Gloria conoció a Emilio Estefan, cuya familia era también de Cuba. Él convenció a Gloria para que cantara con su banda. A ellos les gustó la voz de Gloria y juntos formaron el grupo *Miami Sound Machine*. Su música era bicultural, combinando el sonido de rock de los Estados Unidos con el ritmo latino de Cuba.

A pesar de que a Gloria le gustaba mucho cantar con la banda, pensaba que aquello era más que todo un pasatiempo. Durante este tiempo, Gloria asistió a la Universidad de Miami y se graduó en 1978. Ese año Gloria y Emilio se casaron.

Gloria Estefan y el grupo *Miami Sound Machine* se hicieron populares entre mucha gente de habla hispana en los Estados Unidos y en América Latina. En 1980 la compañía de discos CBS les dio un contrato para grabar. Aunque los cuatro primeros álbumes que grabaron fueron dirigidos a sus admiradores que hablaban español, la banda quería que el público de habla inglesa también entendiera su música. En 1985 la banda grabó un nuevo álbum. Tres de las canciones de este álbum fueron grandes éxitos. Este álbum se hizo popular tanto entre el público de habla hispana como entre el de habla inglesa. La banda grabó otros álbumes que se hicieron populares. En 1988 Gloria fue elegida como "Compositora del Año". Justo cuando el éxito de Gloria parecía no tener límite, algo sucedió que interrumpió todo.

El accidente y la recuperación

En marzo de 1990, Gloria y la banda estaban de gira por los Estados Unidos cuando sufrieron un terrible accidente de autobús en las afueras de Scranton, Pennsylvania. Gloria se lastimó gravemente y fue llevada de emergencia a un hospital donde los doctores descubrieron que se había fracturado la espalda.

Gloria soportó una operación de cuatro horas y sufrió un dolor tremendo. No era capaz de moverse por sí misma. Los doctores le dijeron que le tomaría años recuperarse, pero Gloria les quería probar que estaban equivocados. Sus admiradores de todo el mundo la apoyaron en esos momentos de adversidad mandándole tarjetas, flores y telegramas. Su situación requería de paciencia y una actitud positiva.

Durante meses Gloria hizo ejercicio para recobrar su fuerza. Durante ese tiempo ella también compuso canciones nuevas. Muchas de estas canciones tienen que ver con su proceso de recuperación. El 9 de septiembre de 1990, solamente seis meses después del accidente, Gloria dio su primer concierto. Ella les demostró a todos que había regresado, y mejor que nunca. Con razón su vida y su música han inspirado a tanta gente.

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Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

33 Durante sus años escolares, Gloria a veces se sentía —

6% **A** arrepentida
7% **B** asustada
71% **C*** sola
16% **D** impaciente

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

34 ¿Cuál de los siguientes eventos le pasó a Gloria antes de que se graduara de la universidad?

15% **F** La compañía CBS le ofreció un contrato.
69% **G*** Conoció a Emilio Estefan.
9% **H** Se lanzó su primer álbum de éxito.
7% **J** Se recuperó de su accidente.

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

36 Se puede describir mejor a Gloria como una persona —

8% **F** considerada
13% **G** generosa
9% **H** comprensiva
70% **J*** valiente

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Objetivo 1: El estudiante demostrará comprensión de conceptos numéricos.

1 ¿Cómo se expresa $2 \times 3 \times 3 \times 5 \times 5 \times 5$ en forma exponencial?

82% **F*** $2 \times 3^2 \times 5^3$

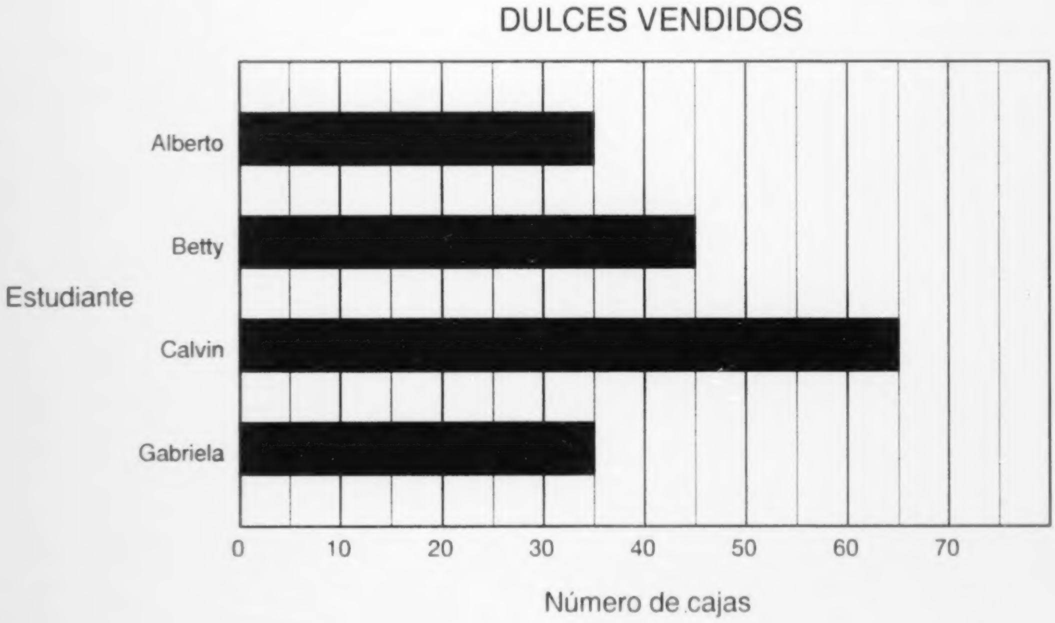
5% **G** $2 \times 2^3 \times 3^5$

9% **H** $2 \times 3^3 \times 5^5$

3% **J** $2^6 \times 3^6 \times 5^6$

Objetivo 12: El estudiante expresará o resolverá problemas usando representaciones matemáticas.

21 La gráfica muestra cuántas cajas de dulces vendió cada uno de 4 estudiantes para recolectar fondos.



¿Cuántas cajas vendieron en total los 4 estudiantes?

7% **F** 65

1% **G** 110

8% **H** 170

3% **J** 190

81% **K*** No está aquí.

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¿Cómo puede un amigo por correspondencia ayudar a Lydia?

A la hora de la comida, el papá de Lydia anunció que la familia se mudaría a Malasia en junio después de que terminara el año escolar.

—Va a ser una gran aventura —dijo el papá—. Malasia es un país maravilloso con muchas cosas para ver y hacer. Mi nuevo trabajo será muy interesante. También tendremos la oportunidad de viajar a algunos lugares magníficos.

—Nos será fácil hacer nuevas amistades, Lydia —añadió la mamá.

—Tengo muchos libros, mapas y otra información que nos ayudarán a aprender sobre el lugar adonde vamos —dijo el papá. Después le entregó una revista a Lydia. —Hasta conseguí una revista para niños con información sobre cómo hacer amigos por correspondencia. Quizás puedas encontrar a alguien de Malasia que quiera ser tu amigo por correspondencia. Échale un vistazo.

El papá le entregó los libros y los mapas a la mamá, mientras Lydia abría la revista y decía: —¡Mamá, mira esto!

AMIGOS POR CORRESPONDENCIA

Soy un estudiante de 13 años de Alemania y me gustaría escribirle a alguien en los Estados Unidos o Canadá. El verano pasado estuve en Abilene, Texas. Me interesa toda clase de música. Toco el piano y el clarinete. Cuando termine la escuela secundaria, pienso estudiar música en el conservatorio. Mi padre es profesor de música clásica en la escuela a la que asistiré y hace poco me regaló una colección grande de grabaciones clásicas. Cuando no estoy tocando el piano o escuchando música, me gusta jugar fútbol con mi hermano. Espero saber de ti.

Hans Hasselmann
Meersburgerstr. 8
5800 Konstanz
Alemania

Nací en Malasia, pero mis padres y yo somos ciudadanos de los Estados Unidos. He visitado los Estados Unidos muchas veces, ¡pero nunca he vivido allá! Me encanta vivir en el extranjero y tengo amigos de todas partes del mundo. Tengo apenas 10 años, pero creo que he viajado a más lugares que muchos adultos. Me gustaría recibir cartas de gente de mi edad que quieran saber de mi vida en Malasia.

Patricia Campos
1-D-16 Cascadia
Halaman Cantonment
10250 Penang
Malasia

Se me hace difícil escribir en español, pero quiero practicarlo. A veces voy a ver películas de España y México que son populares aquí en Francia. Tengo 11 años. Tengo tres hermanos mayores y una hermanita. ¡Por favor escríbeme!

Jean-Pierre Bujot
5 Rue Benoni Gaultier
Orleans 4500
Francia

Soy una niña de 10 años y me gusta el arte. El año pasado gané el segundo lugar en un concurso de arte en mi ciudad. También me gustan las computadoras. Me acaban de regalar mi primera computadora. Es una computadora usada de la oficina de mi padre. Tengo amigos por correspondencia en Brasil, Irlanda y Hungría. Me gusta escribir cartas largas, especialmente durante el invierno, porque no tengo hermanos ni hermanas con quienes jugar. Me gusta dibujar a mis amigos usando las fotografías que me han enviado. Me gustaría que me escribieras si compartes algunos de mis intereses.

Anne Greva
Gamle Bygdevei 222
1284 Oslo 12
Noruega

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Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

15 Según este pasaje, se puede concluir que la mamá de Lydia piensa que Lydia —

9% **A** se quedará a vivir con sus amigos de los Estados Unidos

9% **B** olvidará a sus amigos de los Estados Unidos

71% **C*** conocerá a muchos nuevos amigos

12% **D** no hará nuevos amigos

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

18 De acuerdo con su carta, Anne está más interesada en —

11% **F** la música

7% **G** las películas

12% **H** los viajes

70% **J*** el arte

Objetivo 4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.

21 La familia de Lydia se va a mudar porque —

14% **A** la mamá quiere viajar

11% **B** Lydia necesita asistir a una escuela especial

66% **C*** el trabajo de su papá lo requiere

9% **D** no les gusta donde viven ahora

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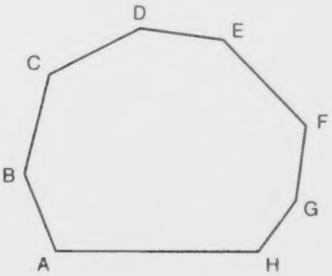
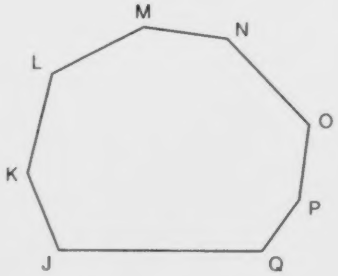
Objetivo 11: El estudiante determinará estrategias de solución y analizará o resolverá problemas.

35 Si los 2 polígonos de abajo son congruentes, entonces —





11% **F** $\overline{DE}$ es congruente con $\overline{JK}$

9% **G** $\overline{AB}$ es congruente con $\overline{PO}$

63% **H*** $\overline{EF}$ es congruente con $\overline{NO}$

8% **J** $\overline{HA}$ es congruente con $\overline{MN}$

8% **K** $\overline{CD}$ es congruente con $\overline{NO}$

Objetivo 8: El estudiante usará la operación de multiplicación para resolver problemas.

52 La escuela intermedia Benito Juárez compró 145 pares de calcetines para los equipos de fútbol a $3 el par. ¿Cuánto costaron los calcetines en total?

3% **A** $545

68% **B*** $435

4% **C** $325

5% **D** $175

19% **E** No está aquí.

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GRADE 4 SPANISH WRITING ITEMS

Objetivo 5: El estudiante reconocerá la estructura apropiada de oraciones en el contexto de un pasaje escrito.

El pececito Colitas nadaba rápidamente dentro de su pecera. (9) Él miraba para todos lados buscando a Andrea, su dueña. Tenía hambre y sueño, pero Andrea no llegaba. Colitas iba a tener que acostarse sin comer. De repente apareció Andrea con un pastelito y una velita. —¡Feliz cumpleaños, Colitas! —exclamó Andrea. Ella le dio pedacitos. De pastel para celebrar su cumpleaños. (10) ¡Qué sorpresa se llevó Colitas!

11%	**9**	**F**	El pececito Colitas nadaba rápidamente. Dentro de su pecera.
8%		**G**	El pececito Colitas. Nadaba rápidamente dentro de su pecera.
20%		**H**	El pececito Colitas nadando rápidamente dentro de su pecera.
60%		**J***	No hay error.

65%	**10**	**A***	Ella le dio pedacitos de pastel para celebrar su cumpleaños.
12%		**B**	Ella le dio pedacitos de pastel. Para celebrar su cumpleaños.
12%		**C**	Ella le dio pedacitos de pastel era para celebrar su cumpleaños.
11%		**D**	No hay error.

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - BENCHMARK TEST

GRADE: 06-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Objective Mastery Number	Objective Mastery Percent
LECTURA (READING)		
COMPRENSION DE LECTURA		
1 Significado de palabras	1137	48
2 Ideas complementarias	1841	77
3 Resumenes	388	16
4 Relaciones y resultados	730	31
5 Inferencias y generalizaciones	731	31
6 Punto de vista, propaganda y hechos/no hechos	475	20
Mastered All Objectives:	88	4

Number Tested: 2387
Average Raw Score: 24 **Total Items:** 40

Met Minimum Expectations at Possible Standards:	Number	Percent
60% Items Correct	1307	55
65% Items Correct	1081	45
70% Items Correct	823	34
75% Items Correct	568	24

	Objective Mastery Number	Objective Mastery Percent
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numericos	928	39
2. Relaciones y funciones matematicas/algebraicas	1444	61
3 Propiedades y relaciones geometricas	1423	60
4 Conceptos de medida	1626	69
5 Probabilidad y estadistica	733	31
OPERACIONES		
6 Uso de la suma para resolver problemas	1052	44
7 Uso de la resta para resolver problemas	1084	46
8 Uso de la multiplicacion para resolver problemas	1585	67
9 Uso de la division para resolver problemas	912	38
RESOLUCIÓN DE PROBLEMAS		
10 Resolucion de problemas usando estimaciones	1146	48
11 Uso de estrategias para solucionar problemas	508	21
12 Resolucion de problemas usando representaciones matematicas	783	33
13 Resolucion de problemas usando la evaluacion de lo razonable	619	26
Mastered All Objectives:	107	5

Number Tested: 2371
Average Raw Score: 32 **Total Items:** 56

Met Minimum Expectations at Possible Standards:	Number	Percent
60% Items Correct	1116	47
65% Items Correct	933	39
70% Items Correct	767	32
75% Items Correct	644	27

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		READING Number Tested	READING Average Raw Score	MATHEMATICS Number Tested	MATHEMATICS Average Raw Score
Male		1177	23	1175	32
Female		1202	25	1188	32
No Information Provided		8	19	8	25
Native American		4	---	4	---
Asian		1	---	0	---
African American		1	---	1	---
Hispanic		2348	24	2333	32
White		6	24	6	32
No Information Provided		27	23	27	29
Economic Disadvantaged	Yes	2182	24	2169	32
	No	162	25	160	33
	No Information Provided	43	23	42	28
Title I, Part A:	Participants	1960	24	1955	32
	Nonparticipants	331	24	320	32
	No Information Provided	96	26	96	37
Migrant:	Yes	158	23	157	31
	No	2172	24	2158	32
	No Information Provided	57	23	56	30
Bilingual:	Participants	1194	25	1183	34
	Nonparticipants	1105	23	1101	30
	No Information Provided	88	24	87	30
ESL.	Participants	1063	23	1058	30
	Nonparticipants	1230	25	1219	34
	No Information Provided	94	23	94	30
Gifted-Talented.	Participants	27	26	27	37
	Nonparticipants	2308	24	2292	32
	No Information Provided	52	23	52	29
At Risk	Yes	1918	24	1915	32
	No	411	24	399	33
	No Information Provided	58	23	57	29
Special Ed.:	Participants	40	20	45	26
	Nonparticipants	2294	24	2273	32
	No Information Provided	53	23	53	31
Oral Administration	Math	7	15	12	18

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - BENCHMARK TEST

GRADE: 05-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Objective Mastery Number	Objective Mastery Percent
LECTURA (READING)		
COMPRENSION DE LECTURA		
1 Significado de palabras	1907	26
2. Ideas complementarias	3810	51
3 Resumenes	1544	21
4 Relaciones y resultados	2058	28
5 Inferencias y generalizaciones	2746	37
6. Punto de vista, propaganda y hechos/no hechos	4076	55
Mastered All Objectives:	484	7

Number Tested: 7422
Average Raw Score: 24 **Total Items:** 40

Met Minimum Expectations at Possible Standards:		
60% Items Correct	3952	53
65% Items Correct	3305	45
70% Items Correct	2686	36
75% Items Correct	2068	28

	Objective Mastery Number	Objective Mastery Percent
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1 Conceptos numericos	2015	27
2. Relaciones y funciones matematicas/algebraicas	5635	77
3 Propiedades y relaciones geometricas	4789	65
4 Conceptos de medida	4581	62
5 Probabilidad y estadistica	3926	53
OPERACIONES		
6 Uso de la suma para resolver problemas	4714	64
7 Uso de la resta para resolver problemas	2829	38
8 Uso de la multiplicacion para resolver problemas	4150	56
9 Uso de la division para resolver problemas	4856	66
RESOLUCION DE PROBLEMAS		
10 Resolucion de problemas usando estimaciones	3243	44
11 Uso de estrategias para solucionar problemas	2683	36
12 Resolucion de problemas usando representaciones matematicas	2217	30
13 Resolucion de problemas usando la evaluacion de lo razonable	2150	29
Mastered All Objectives:	420	6

Number Tested: 7354
Average Raw Score: 31 **Total Items:** 52

Met Minimum Expectations at Possible Standards:		
60% Items Correct	3529	48
65% Items Correct	3101	42
70% Items Correct	2413	33
75% Items Correct	1990	27

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		READING		MATHEMATICS	
		Number Tested	Average Raw Score	Number Tested	Average Raw Score
Male		3688	23	3653	30
Female		3705	25	3673	31
No Information Provided		29	22	28	25
Native American		9	23	7	32
Asian		0	---	0	---
African American		2	---	2	---
Hispanic		7310	24	7251	31
White		14	26	14	32
No Information Provided		87	23	80	28
Economic Disadvantaged	Yes	6944	24	6887	31
	No	376	24	373	31
	No Information Provided	102	23	94	28
Title I, Part A	Participants	6073	24	6013	31
	Nonparticipants	939	24	938	29
	No Information Provided	410	27	403	35
Migrant	Yes	522	23	507	29
	No	6776	24	6733	31
	No Information Provided	124	24	114	29
Bilingual	Participants	7064	24	7002	31
	Nonparticipants	221	23	219	29
	No Information Provided	137	24	133	29
ESL	Participants	121	22	117	28
	Nonparticipants	7129	24	7075	31
	No Information Provided	172	24	162	28
Gifted-Talented	Participants	62	26	57	35
	Nonparticipants	7247	24	7193	31
	No Information Provided	113	24	104	28
At Risk	Yes	6589	24	6530	30
	No	728	26	726	33
	No Information Provided	105	23	98	27
Special Ed	Participants	216	19	237	24
	Nonparticipants	7098	24	7017	31
	No Information Provided	108	24	100	28
Oral Administration	Math	21	15	35	23

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - BENCHMARK TEST

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Objective Mastery Number	Objective Mastery Percent
ESCRITURA (WRITING)		
COMUNICACION ESCRITA		
1-4 Composicion escrita- narrativa	3692	31
5. Estructura de oraciones	4854	41
6 Uso del español	8605	72
7 Uso de ortografía mavusculas y puntuación	3529	30
Mastered All Objectives:	1138	10

Rating:	0	1	2	3	4
Number:	68	1813	6355	3202	490
Percent:	1	15	53	27	4

Number Tested: 11928
Average Multiple-Choice Raw Score: 18
Total Multiple-Choice Items: 28

Met Minimum Expectations* at Possible Standards:

	Number	Percent
60% Standard	7616	64
65% Standard	6755	57
70% Standard	6229	52
75% Standard	5707	48

* includes an essay rating of at least 2

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GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Number Tested	Percent Met Min. Expectations* at Possible Standards 60%	65%	70%	75%
Male		6065	58	51	46	42
Female		5856	69	63	58	54
No Information Provided		7	86	71	57	57
Native American		4	---	---	---	---
Asian		1	---	---	---	---
African American		5	60	60	40	40
Hispanic		11844	64	57	52	48
White		14	43	36	29	14
No Information Provided		60	40	35	33	28
Economic Disadvantaged:	Yes	11284	64	57	52	48
	No	577	65	58	54	48
	No Information Provided	67	45	39	37	31
Title I, Part A:	Participants	10428	64	57	53	48
	Nonparticipants	1035	60	52	46	42
	No Information Provided	465	69	63	59	54
Migrant:	Yes	774	63	56	52	48
	No	11060	64	57	52	48
	No Information Provided	94	48	43	40	35
Bilingual:	Participants	11673	64	57	52	48
	Nonparticipants	154	56	51	47	42
	No Information Provided	101	56	49	46	43
ESL:	Participants	70	49	47	40	36
	Nonparticipants	11707	64	57	52	48
	No Information Provided	151	54	46	44	40
Gifted-Talented:	Participants	244	82	80	77	74
	Nonparticipants	11597	64	56	52	47
	No Information Provided	87	47	40	39	34
At Risk:	Yes	10900	63	56	52	47
	No	948	72	64	60	56
	No Information Provided	80	43	36	35	29
Special Ed:	Participants	381	43	35	31	29
	Nonparticipants	11459	65	57	53	49
	No Information Provided	88	45	39	38	33

* includes an essay rating of at least 2

SECTION V

End-of-Course Examinations

Spring 1997

End-of-Course Examinations

End-of-course examinations are administered at the end of the last semester of the appropriate course. In addition to providing requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas, the school district may use the end-of-course tests for local purposes. An end-of-course test may not be used by local districts as the sole factor in determining course failure during the benchmark year of a new test or in the subsequent year.

SUBJECT AREA PERFORMANCE: ALGEBRA I

The State Board of Education has set the passing standard for the Algebra I end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1997 administration showed that 35 percent of the 237,515 students tested performed successfully. Twelve percent mastered all objectives. The percentage of students mastering each objective ranged from 35 to 57 percent. Students achieved the highest level of mastery on Objective 6 (Polynomials).

The following table presents the percentage of students achieving mastery on each Algebra I end-of-course test objective for the spring 1997 administration.

Student Mastery of Algebra I Objectives
Spring 1997

Domain: Graphing		
Objective 1:	Characteristics of Graphing	54%
Objective 2:	Applications of Graphing	37%
Objective 3:	Equations of Lines	35%
Domain: Equations and Inequalities		
Objective 4:	Linear Equations/Inequalities	36%
Objective 5:	Absolute Value and Quadratic Equations/Inequalities	45%
Objective 6:	Polynomials	57%
Domain: Problem Solving		
Objective 8:	Exponents, Quadratic Situations, and Right Triangles	46%
Objective 9:	One or Two-Variable Situations	37%
Objective 10:	Probability, Ratio and Proportion, Data Analysis	56%

ALGEBRA I RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Algebra I end-of-course test administered in spring 1997. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 10 percent passing at Grade 11 to 87 percent passing at Grade 7.

The second table indicates the percentage passing by ethnicity at Grades 8, 9, and 10, which were the grade levels with the greatest number of tested students. Across all ethnic groups, performance was highest at Grade 8 and lowest at Grade 10.

ALGEBRA I END-OF-COURSE TEST

SPRING 1997

PERCENT PASSING BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS TESTED*	PERCENT PASSING
6	30	83%
7	2,317	87%
8	49,098	74%
9	132,633	28%
10	41,113	12%
11	8,983	10%
12	2,505	13%

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

PERCENT PASSING BY ETHNICITY

GRADE LEVEL	ALL	AFRICAN AMERICAN	HISPANIC	WHITE	OTHER
8	74%	46%	56%	82%	89%
9	28%	13%	16%	41%	47%
10	12%	5%	8%	17%	20%

* Note: The "Other" category combines the results of Native American and Asian students.

ALGEBRA I END-OF COURSE TEST ITEMS

The following items are from the 1997 Algebra I end-of-course test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the sample items are a **statewide summary report** and a **demographic performance summary report** for the Algebra I test administered in spring 1997 to all students not in special education. Summary reports for the fall 1996 and summer 1997 administrations of the Algebra I end-of-course test can be found in Appendix J.

ALGEBRA I: ITEMS

Objective 4: The student will formulate or solve linear equations/inequalities and systems of linear equations that describe real-world and mathematical situations.

1 The cost, c, of parking a car in a lot in downtown San Antonio is given by the formula

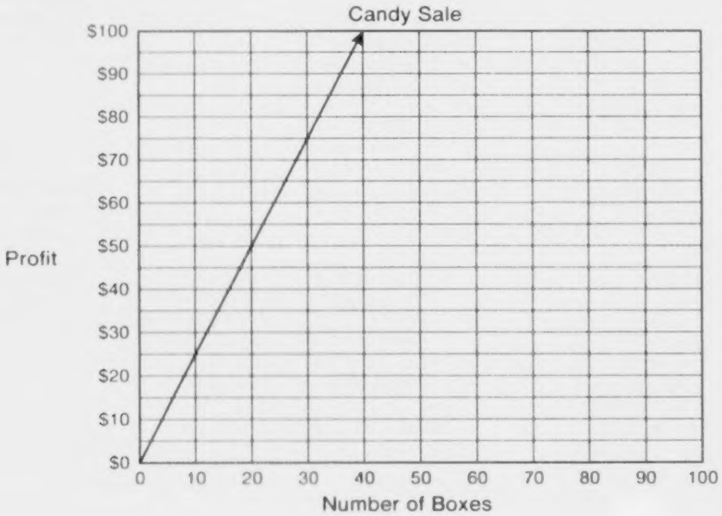
$$c = 0.75h + 1.50$$

where h is the number of hours parked. If Sara paid \$3.75 for parking in a lot downtown, how long was she parked?

5% **A** 1.5 hr
11% **B** 2.25 hr
66% **C*** 3 hr
16% **D** 5 hr
1% **E** 7 hr

Objective 10: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving probability, ratio and proportion, or graphical and tabular data.

25 The graph shows the relationship between the number of boxes of candy sold and the amount of profit made.



How many boxes of candy must be sold to yield a \$250 profit?

8% **A** 50
73% **B*** 100
9% **C** 125
5% **D** 175
5% **E** 250

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SUBJECT AREA PERFORMANCE: BIOLOGY I

The State Board of Education has set the passing standard for the Biology I end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1997 administration showed that 78 percent of the 202,020 students tested performed successfully. Twenty-four percent mastered all objectives. The percentage of students mastering each objective ranged from 50 to 90 percent. Students achieved the highest level of mastery on Objective 6, which assesses the ability to interpret and communicate scientific data.

The following table presents the percentage of students achieving mastery on each Biology I end-of-course test objective for the spring 1997 administration.

Student Mastery of Biology I Objectives
Spring 1997

Domain: Understanding Concepts		
Objective 1:	Heredity and Biological Change Over Time	60%
Objective 2:	Patterns of Living Systems	50%
Objective 3:	Ecology	67%
Domain: Integrating Concepts With Process Skills		
Objective 4:	Apply Laboratory Techniques and Use Equipment	64%
Objective 5:	Acquire and Organize Scientific Data	81%
Objective 6:	Interpret and Communicate Scientific Data	90%
Objective 7:	Make Inferences, Predictions, and Generalizations	88%
Objective 8:	Design and Conduct Biological Investigations	77%
Objective 9:	Apply Science to Daily Life	71%

BIOLOGY I RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Biology I end-of-course test administered in spring 1997. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 65 percent passing at Grade 11 to 96 percent passing at Grades 7 and 8.

The second table indicates the percentage passing by ethnicity at Grades 9 and 10, which were the grade levels with the greatest number of tested students. Across most ethnic groups, performance was higher at Grade 10 than at Grade 9; the exceptions were white students and students in the "other" category, whose performance was lower at Grade 10 than at Grade 9.

BIOLOGY I END-OF-COURSE TEST
SPRING 1997

PERCENT PASSING BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS TESTED*	PERCENT PASSING
6	9	89%
7	50	96%
8	167	96%
9	108,026	78%
10	82,901	79%
11	8,211	65%
12	2,051	67%

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

PERCENT PASSING BY ETHNICITY

GRADE LEVEL	ALL	AFRICAN AMERICAN	HISPANIC	WHITE	OTHER
9	78%	58%	61%	92%	88%
10	79%	62%	65%	91%	80%

* Note: The "Other" category combines the results of Native American and Asian students.

BIOLOGY I END-OF COURSE TEST ITEMS

The following items are from the 1997 Biology I end-of-course test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the sample items are a **statewide summary report** and a **demographic performance summary report** for the Biology I test administered in spring 1997 to all students not in special education. Summary reports for the fall 1996 and summer 1997 administrations of the Biology I end-of-course test can be found in Appendix J.

Objective 1: The student will demonstrate an understanding of concepts in heredity and biological change over time.

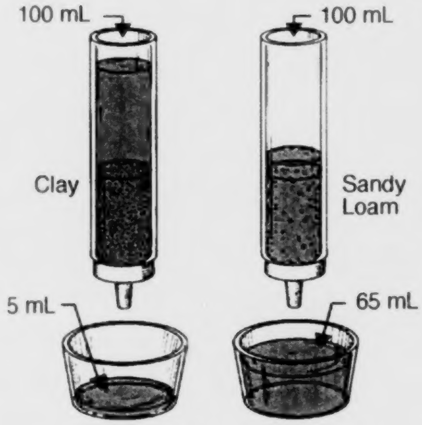
F_1 Generation

Aa	aa
Aa	aa

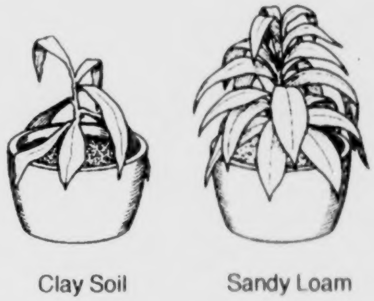
15 What are the genotypes of the parents that could produce only offspring with all of the genotypes above?

10% **F** AA × aa
4% **G** AA × Aa
73% **H*** Aa × aa
12% **J** Aa × Aa

Objective 5: The student will demonstrate the use of skills in acquiring and organizing data.



Experiment 1



Experiment 2

36 Which statement is **BEST** supported by the above experiments?

10% **A** Water on top of clay soils prevents oxygen from getting to the roots.
82% **B*** Sandy loam allows more water to reach the plant's roots.
4% **C** The lack of plant growth allows clay soils to be easily eroded.
4% **D** Sandy loam loses minerals as water flows through it.

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ALGEBRA I TEXAS END-OF-COURSE
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	128849	54
2. Applications of Graphing	87076	37
3. Equations of Lines	83320	35
Equations and Inequalities		
4. Linear Equations/Inequalities	85491	36
5. Quadratic Equations	106825	45
6. Polynomials	135078	57
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	108970	46
9. One or Two-Variable Situations	88514	37
10. Probability, Ratio and Proportion, Data Analysis	133107	56

Number Tested: 237515	Passed	82323	35
Average Scale Score: 1454	Mastered All Objectives	27498	12

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	257345	100
Students Absent	19162	7
Other Students Not Tested	668	0
Number of Students Tested	237515	92

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education	237515	35	1454
Male	115574	36	1459
Female	121744	33	1450
No Information Provided	197	31	1418
Native American	658	39	1475
Asian	6815	64	1561
African American	30657	15	1383
Hispanic	79656	20	1403
White	117690	48	1502
No Information Provided	2039	22	1402
Economically Disadvantaged: Yes	77190	19	1402
No	157308	42	1481
No Information Provided	3017	23	1405
Title I, Part A: Participants	48540	23	1412
Nonparticipants	186455	38	1466
No Information Provided	2520	21	1397
Migrant: Yes	3682	14	1382
No	230864	35	1456
No Information Provided	2969	24	1407
Limited English Proficient: Yes	15708	10	1359
No	218906	37	1462
No Information Provided	2901	22	1404
Bilingual: Participants	80	18	1383
Nonparticipants	234889	35	1455
No Information Provided	2546	20	1396
ESL: Participants	13025	10	1359
Nonparticipants	222004	36	1460
No Information Provided	2486	20	1396
Gifted-Talented: Participants	27922	80	1609
Nonparticipants	207043	29	1434
No Information Provided	2550	20	1396
At Risk: Yes	79993	11	1374
No	152940	48	1499
No Information Provided	4582	16	1380
Career/Technology Ed.: Participants	89040	26	1427
Nonparticipants	143279	41	1474
No Information Provided	5196	17	1384
Special Ed. Status Not Provided	2475	20	1396
Oral Administration	33	12	1366

ALGEBRA I TEXAS END-OF-COURSE

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

ALGEBRA I

Percent of Students Demonstrating Objective Mastery

		NUMBER OF STUDENTS TESTED	GRAPHING: 1 CHARACTERISTICS OF GRAPHING	GRAPHING: 2 APPLICATIONS OF GRAPHING	GRAPHING: 3 EQUATIONS OF LINES	EQUATIONS AND INEQUALITIES: 4 LINEAR EQUATIONS/INEQUALITIES	EQUATIONS AND INEQUALITIES: 5 QUADRATIC EQUATIONS	EQUATIONS AND INEQUALITIES: 6 POLYNOMIALS	PROBLEM SOLVING: 8 EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	PROBLEM SOLVING: 9 ONE OR TWO-VARIABLE SITUATIONS	PROBLEM SOLVING: 10 PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students Not In Special Education		237515	54	37	35	36	45	57	46	37	56	35	12	1454
Male		115574	57	37	37	37	44	55	49	38	62	36	12	1459
Female		121744	52	36	33	35	46	59	43	36	50	33	11	1450
No Information Provided		197	45	34	36	34	41	48	38	32	48	31	8	1418
Native American		658	61	42	37	42	47	62	51	44	63	39	15	1475
Asian		6815	77	63	61	55	70	81	69	64	72	64	31	1561
African American		30657	36	21	18	22	31	42	27	17	33	15	3	1383
Hispanic		79656	42	26	24	25	33	47	32	22	41	20	5	1403
White		117690	66	47	46	46	55	66	59	51	71	48	17	1502
No Information Provided		2039	40	26	24	28	32	42	35	25	43	22	6	1402
Economically Disadvantaged:	Free Meals	63649	40	24	23	23	32	45	30	21	39	18	4	1396
	Reduced Meals	11512	51	32	32	32	41	55	42	32	52	29	8	1437
	Other	2029	38	22	21	21	30	47	28	17	35	14	3	1388
	No	157308	61	42	41	42	51	62	53	45	64	42	15	1481
	No Information Provided	3017	41	26	24	28	34	43	36	26	45	23	6	1405
Title I, Part A:	Schoolwide Program Participants	47438	44	28	28	28	36	49	34	25	44	24	7	1413
	Targeted Assistance Participants	1097	28	16	12	15	22	37	22	12	30	9	1	1360
	Nonparticipants (Previous Participants)	662	45	29	25	26	35	48	33	23	42	21	5	1409
	Homeless Participants at Non Title I Schools	5	20	20	20	40	20	40	20	20	40	20	20	1390
	Nonparticipants (Not Previous Participants)	185793	57	39	37	38	48	59	49	41	59	38	13	1466
	No Information Provided	2520	39	25	22	27	31	41	34	24	43	21	5	1397
Migrant:	Yes	3682	36	22	21	19	26	41	25	16	36	14	3	1382
	No	230864	55	37	35	36	45	57	46	38	57	35	12	1456
	No Information Provided	2969	41	26	25	29	34	44	36	27	45	24	7	1407
Limited English Proficient:	Yes	15708	28	19	16	15	24	41	20	11	24	10	2	1359
	No	218906	56	38	37	38	47	58	48	39	59	37	12	1462
	No Information Provided	2901	41	26	24	28	33	44	36	26	44	22	6	1404
Bilingual/ESL Program:	Bilingual	80	33	36	23	23	38	45	24	14	36	18	5	1383
	ESL	13025	28	19	16	15	24	42	20	11	23	10	2	1359
	Neither	221866	56	38	36	37	46	58	48	39	58	36	12	1460
	No Information Provided	2468	39	24	22	26	31	41	34	24	42	20	5	1396
Gifted-Talented Program:	Participants	27922	87	71	73	71	80	87	82	79	90	80	41	1609
	Nonparticipants	207043	50	32	30	31	40	53	41	32	52	29	8	1434
	No Information Provided	2550	38	25	22	26	31	41	34	23	43	20	5	1396
At-Risk:	Yes	79993	34	19	16	18	25	39	25	14	33	11	2	1374
	No	152940	66	46	46	46	56	67	57	50	69	48	17	1499
	No Information Provided	4582	32	20	18	24	29	38	30	19	38	16	4	1380
Career/Technology Education:	Elective	66298	49	31	29	31	39	51	40	30	52	27	8	1431
	Coherent Sequence	16290	46	27	24	27	34	47	37	26	50	22	5	1415
	Tech Prep	6452	46	28	25	28	35	50	39	26	49	24	5	1419
	No	143279	59	41	40	40	50	62	51	43	60	41	15	1474
	No Information Provided	5196	34	21	19	24	30	38	30	20	39	17	4	1384

BIOLOGY I TEXAS END-OF-COURSE
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	120414	60
2. Patterns of Living Systems	101974	50
3. Ecology	134989	67
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	129845	64
5. Acquire and Organize Scientific Data	163183	81
6. Interpret and Communicate Scientific Data	181726	90
7. Make Inferences, Predictions, and Generalizations	178262	88
8. Design and Conduct Biological Investigations	155832	77
9. Apply Science to Daily Life	143603	71

Number Tested: 202020	Passed	157007	78
Average Scale Score: 1661	Mastered All Objectives	47931	24

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	218874	100
Students Absent	16516	8
Other Students Not Tested	338	0
Number of Students Tested	202020	92

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students

		BIOLOGY I		
		Number Tested	Percent Passing	Average Scale Score
All Students Not In Special Education		202020	78	1661
Male		97871	79	1675
Female		103990	76	1647
No Information Provided		159	64	1570
Native American		534	83	1685
Asian		6079	84	1722
African American		24978	60	1547
Hispanic		63744	62	1558
White		104220	91	1747
No Information Provided		2465	76	1640
Economically Disadvantaged:	Yes	59620	60	1554
	No	139075	85	1707
	No Information Provided	3325	75	1636
Title I, Part A:	Participants	31449	62	1564
	Nonparticipants	167665	81	1679
	No Information Provided	2906	73	1630
Migrant:	Yes	3145	49	1502
	No	195641	78	1664
	No Information Provided	3234	74	1635
Limited English Proficient:	Yes	10917	28	1417
	No	187932	81	1675
	No Information Provided	3171	74	1635
Bilingual:	Participants	61	62	1510
	Nonparticipants	199058	78	1661
	No Information Provided	2901	73	1629
ESL:	Participants	8921	26	1407
	Nonparticipants	190299	80	1673
	No Information Provided	2800	74	1632
Gifted-Talented:	Participants	21937	98	1869
	Nonparticipants	177147	75	1635
	No Information Provided	2936	74	1631
At Risk:	Yes	69113	59	1541
	No	128955	88	1727
	No Information Provided	3952	68	1597
Career/Technology Ed.:	Participants	88208	77	1646
	Nonparticipants	109281	79	1675
	No Information Provided	4531	67	1594
Special Ed. Status Not Provided		2832	73	163[illegible]
Oral Administration		49	51	1516

BIOLOGY I TEXAS END-OF-COURSE

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

BIOLOGY I

Percent of Students Demonstrating Objective Mastery

		NUMBER OF STUDENTS TESTED	UNDERSTANDING CONCEPTS 1 HEREDITY AND BIOLOGICAL CHANGE OVER TIME	2 PATTERNS OF LIVING SYSTEMS	3 ECOLOGY	INTEGRATING CONCEPTS WITH PROCESS SKILLS 4 APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT	5 ACQUIRE AND ORGANIZE SCIENTIFIC DATA	6 INTERPRET AND COMMUNICATE SCIENTIFIC DATA	7 MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	8 DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS	9 APPLY SCIENCE TO DAILY LIFE	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students Not In Special Education		202020	60	50	67	64	81	90	88	77	71	78	24	1661
Male		97871	64	52	68	70	81	90	88	77	71	79	27	1675
Female		103990	56	49	66	59	80	90	88	78	71	76	21	1647
No Information Provided		159	45	37	50	55	70	83	76	61	65	64	14	1570
Native American		534	65	58	70	70	83	91	92	81	77	83	25	1685
Asian		6079	70	60	74	69	87	94	91	81	77	84	39	1722
African American		24978	42	35	49	47	68	83	80	64	58	60	9	1547
Hispanic		63744	44	34	53	52	71	84	80	64	57	62	10	1558
White		104220	73	64	79	76	89	95	95	88	82	91	35	1747
No Information Provided		2465	56	47	64	62	77	88	86	74	71	76	22	1640
Economically Disadvantaged:	Free Meals	49397	41	32	51	49	69	82	78	61	54	58	9	1542
	Reduced Meals	9013	55	44	62	60	78	89	87	74	68	74	17	1623
	Other	1210	44	35	54	51	73	85	80	63	57	64	9	1557
	No	139075	67	58	73	70	85	93	92	83	77	85	30	1707
	No Information Provided	3325	56	46	63	61	76	87	85	74	70	75	21	1636
Title I, Part A:	Schoolwide Program Participants	30544	44	35	55	52	72	84	80	64	58	62	12	1565
	Targeted Assistance Participants	899	42	32	49	51	68	81	79	61	53	57	8	1533
	Nonparticipants (Previous Participants)	490	42	34	52	54	69	85	80	65	57	61	8	1556
	Homeless Participants at Non Title I Schools	6	33	0	17	17	0	50	33	17	17	0	0	1332
	Nonparticipants (Not Previous Participants)	167175	63	53	69	67	83	91	90	80	74	81	26	1680
	No Information Provided	2906	55	46	62	60	76	87	84	73	69	73	21	1630
Migrant:	Yes	3145	34	25	46	43	67	78	72	54	47	49	6	1502
	No	195641	60	51	67	65	81	90	89	78	71	78	24	1664
	No Information Provided	3234	55	47	63	61	76	87	85	74	69	74	21	1635
Limited English Proficient:	Yes	10917	22	15	33	35	54	69	57	36	32	28	2	1417
	No	187932	62	53	69	66	82	91	90	80	73	81	25	1675
	No Information Provided	3171	55	47	63	61	76	87	85	73	69	74	22	1635
Bilingual/ESL Program:	Bilingual	61	36	21	54	51	70	80	70	61	62	62	3	1510
	ESL	8921	21	14	31	34	53	68	55	33	31	26	2	1407
	Neither	190136	61	52	69	66	82	91	90	79	73	80	25	1673
	No Information Provided	2779	55	46	63	60	76	87	85	73	70	74	21	1633
Gifted-Talented Program:	Participants	21937	88	80	90	84	97	99	99	96	93	98	57	1869
	Nonparticipants	177147	56	47	64	62	79	89	87	75	68	75	20	1635
	No Information Provided	2936	55	46	63	61	76	87	85	73	69	74	21	1631
At-Risk:	Yes	69113	41	32	50	51	68	83	79	62	55	59	8	1541
	No	128955	70	60	76	72	88	94	93	85	80	88	32	1727
	No Information Provided	3952	49	41	58	56	72	85	81	68	64	68	16	1597
Career/Technology Education:	Elective	62885	57	48	65	63	79	89	87	75	69	76	21	1642
	Coherent Sequence	17968	58	50	66	65	81	90	89	77	70	78	21	1652
	Tech Prep	7355	62	52	69	68	84	91	91	80	73	82	24	1671
	No	109281	62	53	68	65	82	91	89	78	73	79	26	1675
	No Information Provided	4531	48	41	57	56	72	85	81	67	64	67	16	1594

SECTION VI

TAAS and End-of-Course Regional Performance Summaries

Spring 1997

TAAS perfomance by region is presented in the following reports. Reports are categorized by grade level, with each report listing objective-level data for every subject area tested as well as "all tests taken" summaries of performance. Results of performance on the Spanish TAAS at Grades 3 and 4 are also included. In addition, performance by region on the Algebra I and Biology I end-of-course tests is provided at the objective level.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			READING											
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 01	NUMBER	13208	9565	4069	13023	11229	9987	9321	10400	10130	10454	78	50	3-78.1	50.2	50
	PERCENT		72	31		86	77	72	80	78	80					
REGION 02	NUMBER	6870	4768	2029	6805	5906	5032	4808	5322	5615	5289	77	51	3-78.1	50.6	51
	PERCENT		69	30		87	74	71	78	83	78					
REGION 03	NUMBER	3402	2559	1238	3380	3019	2726	2533	2821	2885	2757	83	58	3-80.4	53.7	57
	PERCENT		75	36		89	81	75	83	85	82					
REGION 04	NUMBER	44718	34637	16745	44204	40358	35402	33997	36894	38339	36844	84	60	3-81.1	55.0	59
	PERCENT		77	37		91	80	77	83	87	83					
REGION 05	NUMBER	5282	4044	1879	5233	4749	4132	3959	4318	4569	4285	84	57	3-80.7	54.3	58
	PERCENT		77	36		91	79	76	83	87	82					
REGION 06	NUMBER	7723	5679	2626	7638	6777	5795	5618	6222	6478	6125	81	56	3-79.6	53.1	56
	PERCENT		74	34		89	76	74	81	85	80					
REGION 07	NUMBER	9615	6867	3018	9523	8427	7110	7007	7625	7923	7519	80	54	3-79.1	52.2	54
	PERCENT		71	31		88	75	74	80	83	79					
REGION 08	NUMBER	3326	2626	1282	3294	3019	2639	2572	2815	2910	2771	85	61	3-81.7	55.8	61
	PERCENT		79	39		92	80	78	85	88	84					
REGION 09	NUMBER	2641	2110	953	2623	2409	2106	2050	2203	2315	2192	86	60	3-81.6	55.7	61
	PERCENT		80	36		92	80	78	84	88	84					
REGION 10	NUMBER	32349	23300	10927	32006	28351	24265	23523	25622	26816	25353	80	56	3-79.3	52.9	56
	PERCENT		72	34		89	76	73	80	84	79					
REGION 11	NUMBER	23104	17372	7953	22818	20684	17648	17216	18613	19772	18552	82	57	3-80.5	54.1	58
	PERCENT		75	34		91	77	75	82	87	81					
REGION 12	NUMBER	8275	5906	2466	8181	7317	6118	5873	6578	6928	6515	80	53	3-79.2	51.9	54
	PERCENT		71	30		89	75	72	80	85	80					
REGION 13	NUMBER	15059	11266	5151	14872	13454	11685	11157	12369	12834	12052	83	58	3-80.5	54.3	58
	PERCENT		75	34		90	79	75	83	86	81					
REGION 14	NUMBER	2874	2322	1124	2852	2645	2328	2199	2446	2562	2433	87	62	3-82.2	56.3	62
	PERCENT		81	39		93	82	77	86	90	85					
REGION 15	NUMBER	3231	2520	1128	3192	2932	2566	2429	2706	2772	2674	85	59	3-81.1	54.7	59
	PERCENT		78	35		92	80	76	85	87	84					
REGION 16	NUMBER	4935	3792	1711	4870	4425	3888	3716	4131	4237	4055	84	59	3-81.2	54.8	59
	PERCENT		77	35		91	80	76	85	87	83					
REGION 17	NUMBER	4884	3489	1630	4838	4249	3653	3560	3914	3994	3847	79	55	3-79.1	52.2	54
	PERCENT		71	33		88	76	74	81	83	80					
REGION 18	NUMBER	5016	3567	1465	4954	4366	3709	3589	3969	4075	3892	79	52	3-78.8	51.6	53
	PERCENT		71	29		88	75	72	80	82	79					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03
STATEWIDE
REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION: Number and Percent of Students Demonstrating Objective Mastery										
						1	2	3	4	5	6					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	6603	4665	1907	6551	5779	5019	4767	5248	5333	4952					
	PERCENT		71	29		88	77	73	80	81	76	79	50	3-78.5	50.6	51
REGION 20	NUMBER	18880	12040	4678	18664	15519	12972	12424	13983	14489	13675					
	PERCENT		64	25		83	70	67	75	78	73	73	46	3-75.9	47.7	46
STATEWIDE	NUMBER	221995	163094	73979	219521	195614	168780	162308	178191	184976	176236					
	PERCENT		73	33		89	77	74	81	84	80	81	56	3-79.7	52.9	56

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, M): MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1: NUMBER CONCEPTS	CONCEPTS 2: ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3: GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4: MEASUREMENT CONCEPTS	CONCEPTS 5: PROBABILITY AND STATISTICS	OPERATIONS 6: USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7: USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 9: USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10-13: PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING 11: PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12: PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery															
REGION 01	NUMBER	13208	9565	4069	13138	12120	12099	11851	11675	12409	12141	9651	11686	8875	10171	10748					
	PERCENT		72	31		92	92	90	89	94	92	73	89	68	77	82	83	43	3-79.2	64.8	[illegible]
REGION 02	NUMBER	6870	4768	2029	6825	6182	6005	6076	5994	6353	6109	4680	5854	4427	5146	5178					
	PERCENT		69	30		91	88	89	88	93	90	69	86	65	75	76	78	38	3-77.2	61.4	71
REGION 03	NUMBER	3402	2559	1238	3384	3077	3087	3042	3009	3169	3116	2510	2944	2382	2696	2630					
	PERCENT		75	36		91	91	90	89	94	92	74	87	70	80	78	81	45	3-79.0	64.9	76
REGION 04	NUMBER	44718	34637	16745	44355	40960	40731	40400	39582	42213	40456	33936	38963	32054	36156	35948					
	PERCENT		77	37		92	92	91	89	95	91	77	88	72	82	81	84	47	3-79.7	65.9	76
REGION 05	NUMBER	5282	4044	1879	5237	4825	4833	4732	4727	4960	4787	3889	4529	3760	4293	4169					
	PERCENT		77	36		92	92	90	90	95	91	74	86	72	82	80	83	46	3-79.5	65.4	77
REGION 06	NUMBER	7723	5679	2626	7660	6987	6865	6806	6701	7171	6885	5645	6559	5336	6051	5919					
	PERCENT		74	34		91	90	89	87	94	90	74	86	70	79	77	81	43	3-78.2	63.3	74
REGION 07	NUMBER	9615	6867	3018	9527	8641	8608	8306	8296	8900	8500	6644	8070	6429	7375	7182					
	PERCENT		71	31		91	90	87	87	93	89	70	85	67	77	75	79	39	3-77.5	62.0	72
REGION 08	NUMBER	3326	2626	1282	3304	3105	3053	2975	3018	3151	3031	2495	2899	2396	2759	2705					
	PERCENT		79	39		94	92	90	91	95	93	76	88	73	84	82	86	48	3-80.3	66.7	79
REGION 09	NUMBER	2641	2110	953	2624	2426	2404	2388	2397	2511	2451	2030	2316	1945	2159	2092					
	PERCENT		80	36		92	92	91	91	96	93	77	88	74	82	80	86	45	3-80.2	66.1	78
REGION 10	NUMBER	32349	23300	10927	32084	28823	28533	27909	27683	29508	28464	23190	27243	21995	24837	24492					
	PERCENT		72	34		90	89	87	86	92	89	72	85	69	77	76	79	42	3-77.6	62.6	[illegible]
REGION 11	NUMBER	23104	17372	7955	22889	20990	20787	20459	20271	21613	20736	17115	19831	16316	18333	18047					
	PERCENT		75	34		92	91	89	89	94	91	75	87	71	80	79	83	44	3-78.9	64.2	75
REGION 12	NUMBER	8275	5906	2466	8226	7430	7338	7192	7134	7719	7379	5909	7057	5474	6385	6369					
	PERCENT		71	30		90	89	87	87	94	90	72	86	67	78	77	80	39	3-77.7	62.2	[illegible]
REGION 13	NUMBER	15059	11266	5151	14934	13628	13415	13501	13083	14049	13400	10903	13076	10309	11802	11574					
	PERCENT		75	34		91	90	90	88	94	90	73	88	69	79	78	81	42	3-78.5	63.6	74
REGION 14	NUMBER	2874	2322	1124	2853	2697	2654	2570	2603	2746	2696	2370	2568	2142	2424	2350					
	PERCENT		81	39		95	93	90	91	96	94	83	90	75	85	82	88	49	3-81.0	67.6	83
REGION 15	NUMBER	3231	2520	1128	3214	3029	2949	2840	2923	3063	2993	2484	2862	2274	2617	2601					
	PERCENT		78	35		94	92	88	91	95	93	77	89	71	81	81	85	44	3-79.7	65.4	[illegible]
REGION 16	NUMBER	4935	3792	1711	4888	4548	4481	4235	4309	4653	4515	3722	4260	3468	3940	3915					
	PERCENT		77	35		93	92	87	88	95	92	76	87	71	81	80	83	43	3-79.2	64.4	75
REGION 17	NUMBER	4884	3489	1630	4856	4505	4357	4258	4190	4596	4432	3589	4187	3293	3753	3716					
	PERCENT		71	33		93	90	88	86	95	91	74	86	68	77	77	80	42	3-73.1	63.1	[illegible]
REGION 18	NUMBER	5016	3567	1465	4971	4526	4440	4210	4266	4607	4530	3783	4239	3113	3923	3876					
	PERCENT		71	29		91	89	85	86	93	91	76	85	63	79	78	79	38	3-77.6	61.6	71

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			MATHEMATICS	CONCEPTS					OPERATIONS			PROBLEM SOLVING							
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 9 USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	10 13 PROBLEM SOLVING ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery															
REGION 19	NUMBER	6603	4665	1907	6582	6023	5910	5817	5679	6203	5986	4803	5737	4383	5098	5223					
	PERCENT		71	29		92	90	88	86	94	91	73	87	67	77	79	80	39	3-78.0	62.5	72
REGION 20	NUMBER	18880	12040	4678	18727	16241	16102	15978	15588	16994	16350	12437	15542	11589	13441	13404					
	PERCENT		64	25		87	86	85	83	91	87	66	83	61	72	72	73	33	3-75.1	58.1	65
STATEWIDE	NUMBER	221995	163094	73979	220278	200763	198651	195545	193128	206588	199005	161785	190422	151758	173539	172138					
	PERCENT		73	33		91	90	89	88	94	90	73	86	69	79	78	81	42	3-78.4	63.5	74

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, W, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, W, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, W, M): MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1 4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 01	NUMBER	14251	10047	2176	13753	9800	11671	8608	10384	8372	9808						13746	6793	11207	12080	9483			
	PERCENT		71	15		71	85	63	76	61	71	80	36	4-79.4	52.4	55		49	82	88	69	87	36	1650
REGION 02	NUMBER	6930	4698	1011	6763	4849	5647	4127	4998	4547	4797						6676	3149	5362	6188	4435			
	PERCENT		68	15		72	83	61	74	67	71	80	37	4-79.6	52.9	56		47	80	91	66	85	35	1646
REGION 03	NUMBER	3421	2412	582	3354	2401	2851	2108	2498	2256	2387						3307	1693	2653	2983	2275			
	PERCENT		71	17		72	85	63	74	67	71	80	38	4-79.9	53.4	56		51	80	90	69	86	38	1660
REGION 04	NUMBER	45786	34754	9298	44615	35436	39183	30715	35554	32723	34749						44040	24326	37855	39554	32036			
	PERCENT		76	20		79	88	69	80	73	78	86	46	4-82.7	57.8	64		55	86	90	73	90	43	1680
REGION 05	NUMBER	5416	3901	1019	5258	3962	4527	3399	4034	3741	3995						5222	3168	4327	4571	3758			
	PERCENT		72	19		75	86	65	77	71	76	82	43	4-81.5	56.1	61		61	83	88	72	89	45	1688
REGION 06	NUMBER	7713	5398	1285	7527	5668	6392	4762	5741	5311	5613						7388	3637	6058	6591	4946			
	PERCENT		70	17		75	85	63	76	71	75	82	42	4-81.0	55.3	60		49	82	89	67	85	37	1658
REGION 07	NUMBER	9755	6733	1512	9484	6977	7973	5798	7152	6622	7175						9413	4528	7489	8110	6169			
	PERCENT		69	15		74	84	61	75	70	76	81	41	4-80.4	54.5	59		48	80	86	66	83	35	1647
REGION 08	NUMBER	3294	2454	589	3203	2445	2798	2086	2532	2351	2425						3162	1729	2603	2777	2191			
	PERCENT		74	18		76	87	65	79	73	76	85	42	4-81.8	56.2	62		55	82	88	69	87	40	1665
REGION 09	NUMBER	2716	1957	466	2649	1993	2271	1647	2047	1917	1968						2619	1302	2172	2392	1769			
	PERCENT		72	17		75	86	62	77	72	74	83	41	4-81.2	55.3	60		50	83	91	68	86	37	1659
REGION 10	NUMBER	32747	22698	5608	31795	23837	26514	20182	23889	21894	23539						31368	15713	25747	27362	20875			
	PERCENT		69	17		75	83	63	75	69	74	80	42	4-80.4	54.9	59		50	82	87	67	85	37	1656
REGION 11	NUMBER	23987	17576	4371	23323	18188	19995	15017	18159	16989	18067						23058	12554	19228	20961	15392			
	PERCENT		73	18		78	86	64	78	73	77	84	44	4-81.9	56.7	63		54	83	91	67	87	40	1672
REGION 12	NUMBER	8451	5794	1295	8223	5965	6868	4937	6061	5511	5948						8084	4141	6460	7135	5183			
	PERCENT		69	15		73	84	60	74	67	72	80	38	4-79.8	53.4	56		51	80	88	64	85	36	1653
REGION 13	NUMBER	15432	11159	2808	15033	11667	12925	9953	11804	10943	11319						14752	7999	12227	13476	9558			
	PERCENT		72	18		78	86	66	79	73	75	84	45	4-81.9	56.9	63		54	83	91	65	87	39	1674
REGION 14	NUMBER	3039	2340	638	2971	2383	2611	1966	2352	2247	2330						2915	1645	2478	2726	2069			
	PERCENT		77	21		80	88	66	79	76	78	85	47	4-82.9	57.8	64		56	85	94	71	90	43	1692
REGION 15	NUMBER	3145	2340	586	3067	2314	2685	1958	2389	2176	2289						3027	1589	2555	2812	2153			
	PERCENT		74	19		75	88	64	78	71	75	83	42	4-81.4	55.7	61		52	84	93	71	89	41	1669
REGION 16	NUMBER	4870	3611	884	4729	3686	4123	3052	3696	3423	3653						4658	2453	3764	4230	3127			
	PERCENT		74	18		78	87	65	78	72	77	84	43	4-82.0	56.4	62		53	81	91	67	87	38	1667
REGION 17	NUMBER	4940	3487	855	4845	3532	4113	2902	3648	3359	3559						4744	2514	3825	4265	3105			
	PERCENT		71	17		73	85	60	75	69	73	81	40	4-80.2	53.8	57		53	81	90	65	85	34	1658
REGION 18	NUMBER	5296	3597	783	5150	3734	4265	3048	3792	3448	3648						5048	2775	3839	4485	3118			
	PERCENT		68	15		73	83	59	74	67	71	79	37	4-79.5	52.9	56		55	76	89	62	84	36	1651

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION						
						1	2	3	4	5	6							1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (TPR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 19	NUMBER	7338	4990	924	7170	5217	6065	4269	5361	4554	4982						7090	3309	5705	6304	4463			
	PERCENT		68	13		73	85	60	75	64	69	80	33	4-79.3	51.9	54		47	80	89	63	86	32	1636
REGION 20	NUMBER	19418	12225	2356	18873	12779	14977	10671	13272	11532	12857						18704	9176	14521	16469	11540			
	PERCENT		63	12		68	79	57	70	61	68	75	33	4-77.5	50.0	50		49	78	88	62	84	33	1639
STATEWIDE	NUMBER	227945	162171	39044	221785	166833	188454	141197	169355	153914	165108						219021	114193	180075	195391	147643			
	PERCENT		71	17		75	85	64	76	69	74	82	41	4-80.9	55.1	60		52	82	89	67	87	38	1665

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS				PROBLEM SOLVING							
						1	2	3	4	5	6	7	8	9	10/13	11	12					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																
REGION 01	NUMBER	14251	10047	2176	13854	12567	12679	13056	12146	13327	12861	10944	10903	11274	9043	9939	10510					
	PERCENT		71	15		91	92	94	88	96	93	79	79	81	65	72	76	83	39	4-79.6	65.4	77
REGION 02	NUMBER	6930	4698	1011	6764	5973	6030	6330	5847	6397	6060	5276	5034	5346	4074	4533	5037					
	PERCENT		68	15		88	89	94	86	95	90	78	74	79	60	67	74	80	37	4-78.3	63.3	74
REGION 03	NUMBER	3421	2412	582	3356	3011	3068	3172	2975	3195	3113	2754	2600	2804	2166	2318	2571					
	PERCENT		71	17		90	91	95	89	95	93	82	77	84	65	69	77	83	42	4-79.7	66.0	78
REGION 04	NUMBER	45786	34754	9298	44659	40562	40864	41928	39899	42650	40856	36146	35469	36953	30018	32864	35591					
	PERCENT		76	20		91	92	94	89	96	91	81	79	83	67	74	80	85	42	4-80.2	66.7	79
REGION 05	NUMBER	5416	3901	1019	5266	4759	4815	4906	4671	4989	4730	4195	4051	4364	3379	3699	4079					
	PERCENT		72	19		90	91	93	89	95	90	80	77	83	64	70	77	83	39	4-79.4	65.1	76
REGION 06	NUMBER	7713	5398	1285	7550	6711	6768	6992	6661	7081	6788	5921	5654	6010	4733	5236	5853					
	PERCENT		70	17		89	90	93	88	94	90	78	75	80	63	69	78	81	38	4-78.7	64.0	75
REGION 07	NUMBER	9755	6733	1512	9494	8367	8563	8619	8319	8974	8535	7425	7128	7569	5793	6421	7132					
	PERCENT		69	15		88	90	91	88	95	90	78	75	80	61	68	75	81	37	4-78.5	63.6	74
REGION 08	NUMBER	3294	2454	589	3211	2903	2988	2956	2895	3075	2941	2635	2526	2719	2132	2295	2565					
	PERCENT		74	18		90	93	92	90	96	92	82	79	85	66	71	80	85	41	4-80.1	66.1	76
REGION 09	NUMBER	2716	1957	466	2663	2388	2461	2475	2407	2564	2432	2279	2156	2279	1781	1931	2122					
	PERCENT		72	17		90	92	93	90	96	91	86	81	86	67	73	80	86	41	4-80.4	65.5	7
REGION 10	NUMBER	32747	22698	5608	31808	28177	27892	28996	27426	29655	27990	24455	23837	25546	19200	21941	24077					
	PERCENT		69	17		89	88	91	86	93	88	77	75	80	60	69	76	79	37	4-78.1	63.3	74
REGION 11	NUMBER	23987	17576	4371	23355	20670	21059	21508	20815	22075	20908	18757	18265	19350	14871	16999	18753					
	PERCENT		73	18		89	90	92	89	95	90	80	78	83	64	73	80	83	40	4-79.4	65.2	77
REGION 12	NUMBER	8451	5794	1295	8216	7280	7362	7357	7223	7715	7384	6502	6258	6648	4913	5550	6326					
	PERCENT		69	15		88	90	90	88	94	90	79	76	81	60	68	77	81	35	4-78.4	65.1	7
REGION 13	NUMBER	15432	11159	2808	15056	13166	13403	13930	13385	14259	13451	11796	11433	12086	9678	10972	11936					
	PERCENT		72	18		87	89	93	89	95	89	78	76	80	64	73	79	82	40	4-79.0	64.7	7
REGION 14	NUMBER	3039	2340	632	2982	2743	2808	2743	2755	2862	2705	2621	2477	2681	2035	2243	2470					
	PERCENT		77	21		92	94	92	92	96	91	88	83	90	68	75	83	89	44	4-81.4	68.4	81
REGION 15	NUMBER	3145	2340	586	3064	2781	2829	2758	2788	2943	2811	2667	2483	2671	1994	2228	2449					
	PERCENT		74	19		91	92	90	91	96	92	87	81	87	65	73	80	86	41	4-80.5	66.6	7
REGION 16	NUMBER	4870	3611	884	4742	4278	4390	4401	4302	4558	4344	3955	3786	4032	3125	3422	3758					
	PERCENT		74	18		90	93	93	91	96	92	83	80	85	66	72	79	86	41	4-80.2	66.2	78
REGION 17	NUMBER	4940	3487	855	4844	4345	4398	4489	4338	4603	4425	3995	3773	4022	3091	3307	3719					
	PERCENT		71	17		90	91	93	90	95	91	82	78	83	64	68	77	83	39	4-79.5	65.1	7
REGION 18	NUMBER	5296	3597	785	5154	4440	4527	4718	4455	4734	4495	4078	3926	4269	2960	3509	3879					
	PERCENT		68	15		86	88	91	86	92	87	79	76	83	57	68	75	80	34	4-78.2	62.9	7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 04
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

Number and Percent of Students Demonstrating Objective Mastery

REGION		ALL TESTS TAKEN (R, W, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, W, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, W, M): MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1: NUMBER CONCEPTS	CONCEPTS 2: ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3: GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4: MEASUREMENT CONCEPTS	CONCEPTS 5: PROBABILITY AND STATISTICS	OPERATIONS 6: USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7: USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8: USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9: USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10, 13: PROBLEM SOLVING ESTIMATION REASONABLENESS	PROBLEM SOLVING 11: PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12: PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	7338	4990	924	7180	6175	6387	6592	6326	6693	6498	5698	5512	5790	4396	4995	5300					
	PERCENT		68	13		86	89	92	88	93	91	79	77	81	61	70	74	81	35	4-74.5	63.3	74
REGION 20	NUMBER	19418	12225	2356	18877	15764	16135	17018	15816	17422	16550	13540	15144	14007	10363	12324	13357					
	PERCENT		63	12		84	85	90	84	92	88	72	78	74	55	65	71	74	36	4-76.2	59.7	[illegible]
STATEWIDE	NUMBER	227945	162171	39044	222095	196978	199426	204934	195443	209747	199875	175645	170595	180460	139745	156726	171284					
	PERCENT		71	17		89	90	92	88	94	90	79	77	81	63	71	77	82	38	4-79.0	64.5	[illegible]

248

249

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, M): MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	2: SUPPORTING IDEAS	3: SUMMARIZATION	4: RELATIONSHIPS AND OUTCOMES	5: INFERENCES AND GENERALIZATIONS	6: POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 01	NUMBER	15073	11400	3159	14931	7001	12790	9602	10226	11659	12757					
	PERCENT		76	21		47	86	64	68	78	85	80	33	5-81.5	55.4	60
REGION 02	NUMBER	7049	5289	1451	6999	3850	6122	4311	4877	5590	5911					
	PERCENT		75	21		55	87	62	70	80	84	82	36	5-82.5	57.2	63
REGION 03	NUMBER	3531	2862	885	3508	2055	3175	2305	2598	2905	3040					
	PERCENT		81	25		59	91	66	74	83	87	85	41	5-84.1	59.8	68
REGION 04	NUMBER	47155	38805	13012	46799	29364	42649	32878	34972	39908	41253					
	PERCENT		82	28		63	91	70	75	85	88	88	45	5-85.5	62.1	72
REGION 05	NUMBER	5387	4295	1294	5357	3323	4887	3501	3900	4389	4624					
	PERCENT		80	24		62	91	65	73	82	86	86	42	5-84.6	60.5	69
REGION 06	NUMBER	7902	6167	1927	7822	4880	6964	5178	5676	6458	6705					
	PERCENT		78	24		62	89	66	73	83	86	84	43	5-84.2	60.2	69
REGION 07	NUMBER	9950	7713	2380	9874	5786	8762	6330	7075	8011	8395					
	PERCENT		78	24		59	89	64	72	81	85	83	40	5-83.6	59.2	67
REGION 08	NUMBER	3358	2727	825	3334	2069	3039	2216	2439	2790	2939					
	PERCENT		81	25		62	91	66	73	84	88	86	43	5-84.6	60.7	69
REGION 09	NUMBER	2679	2274	737	2665	1671	2448	1779	1987	2275	2339					
	PERCENT		85	28		63	92	67	75	85	88	88	44	5-85.0	61.0	70
REGION 10	NUMBER	32420	24618	7908	32191	19117	27984	21163	22517	25859	27086					
	PERCENT		76	24		59	87	66	70	80	84	82	41	5-83.2	59.0	67
REGION 11	NUMBER	23818	19213	6240	23624	14928	21182	16046	17448	19934	20408					
	PERCENT		81	26		63	90	68	74	84	86	86	44	5-84.9	61.4	71
REGION 12	NUMBER	8270	6342	1736	8222	4676	7258	5127	5774	6646	6952					
	PERCENT		77	21		57	88	62	70	81	85	83	38	5-83.0	58.1	65
REGION 13	NUMBER	15501	12253	4251	15380	9642	13777	10372	11293	12925	13157					
	PERCENT		79	27		63	90	67	73	84	86	85	45	5-84.7	61.3	70
REGION 14	NUMBER	3036	2606	836	3021	1914	2793	2073	2345	2602	2672					
	PERCENT		86	28		63	92	69	78	86	88	89	45	5-86.0	62.8	73
REGION 15	NUMBER	3231	2653	795	3214	1837	2910	2133	2381	2675	2783					
	PERCENT		82	25		57	91	66	74	83	87	86	39	5-84.3	59.9	68
REGION 16	NUMBER	4964	4176	1378	4921	3090	4563	3359	3806	4208	4344					
	PERCENT		84	28		63	93	68	77	86	88	88	45	5-85.6	62.1	72
REGION 17	NUMBER	5091	4031	1257	5060	2810	4527	3246	3679	4111	4325					
	PERCENT		79	25		56	89	64	73	81	85	83	39	5-83.4	58.9	66
REGION 18	NUMBER	5380	4151	1204	5338	2881	4730	3258	3759	4294	4501					
	PERCENT		77	22		54	89	61	70	80	84	82	37	5-82.6	57.5	64

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 05
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	8241	6030	1369	8260	3848	7054	5085	5567	6495	6694					
	PERCENT		73	17		47	86	62	68	79	82	80	31	5-81.3	55.0	59
REGION 20	NUMBER	19183	13929	3724	19028	10019	16404	11488	12706	14801	15554					
	PERCENT		73	19		53	86	60	67	78	82	80	34	5-81.5	55.7	61
STATEWIDE	NUMBER	231219	181534	56368	229488	134761	204018	151450	165017	188535	196439					
	PERCENT		79	24		59	89	66	72	82	86	84	41	5-83.8	59.5	67

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	15073	11400	3159	14990	10770	14499	14368	13664	13503	13542	12065	12485	13660	11683	11046	10817	10183					
	PERCENT		76	21		72	97	96	91	90	90	80	83	91	78	74	72	68	87	38	5-81.1	67.7	80
REGION 02	NUMBER	7049	5289	1451	7003	4532	6707	6664	6162	6059	6083	5463	5670	6327	5197	4980	4974	4532					
	PERCENT		75	21		65	96	95	88	87	87	78	81	90	74	71	71	65	83	32	5-79.6	64.9	76
REGION 03	NUMBER	3531	2862	885	3513	2423	3398	3352	3173	3160	3153	2959	2990	3281	2882	2640	2713	2415					
	PERCENT		81	25		69	97	95	90	90	90	84	85	93	82	75	77	69	89	39	5-81.6	68.5	81
REGION 04	NUMBER	47155	38805	13012	46819	33502	45042	44407	42352	42387	41376	37941	39139	43015	37527	36507	36801	33927					
	PERCENT		82	28		72	96	95	90	91	88	81	84	92	80	78	79	72	88	40	5-81.6	68.7	81
REGION 05	NUMBER	5387	4295	1294	5352	3595	5141	5047	4726	4785	4695	4273	4449	4890	4166	4011	4100	3652					
	PERCENT		80	24		67	96	94	88	89	88	80	83	91	78	75	77	68	86	35	5-80.6	66.4	78
REGION 06	NUMBER	7902	6167	1927	7825	5200	7443	7337	6944	6920	6716	6210	6275	7116	6020	5896	5922	5374					
	PERCENT		78	24		66	95	94	89	88	86	79	80	91	77	75	76	69	85	35	5-80.2	65.9	78
REGION 07	NUMBER	9950	7713	2380	9881	6492	9449	9324	8666	8749	8579	7868	8124	8979	7658	7450	7492	6512					
	PERCENT		78	24		66	96	94	88	89	87	80	82	91	78	75	76	66	85	35	5-80.3	66.3	78
REGION 08	NUMBER	3358	2727	825	3328	2344	3205	3178	2933	3067	2964	2715	2791	3086	2676	2574	2607	2279					
	PERCENT		81	25		70	96	95	88	92	89	82	84	93	80	77	78	68	89	37	5-81.4	67.8	80
REGION 09	NUMBER	2679	2274	737	2666	1991	2589	2558	2387	2430	2431	2357	2304	2531	2234	2129	2200	1892					
	PERCENT		85	28		75	97	96	90	91	91	88	86	95	84	80	83	71	91	41	5-82.6	70.1	83
REGION 10	NUMBER	32420	24618	7908	32181	20910	30359	29821	27722	28019	27167	24579	25446	28697	24517	23810	24220	21227					
	PERCENT		76	24		65	94	93	86	87	84	76	79	89	76	74	75	66	85	35	5-79.5	65.2	[illegible]
REGION 11	NUMBER	23818	19213	6246	23632	16093	22647	22030	20979	21186	20474	18861	19367	21628	18682	18557	18942	16550					
	PERCENT		81	26		68	96	93	89	90	87	80	82	92	79	78	80	70	87	37	5-80.9	67.4	80
REGION 12	NUMBER	8270	6342	1736	8226	5437	7827	7582	7215	7092	7068	6505	6533	7445	6303	6048	6241	5417					
	PERCENT		77	21		66	95	92	88	86	86	79	79	91	77	74	76	66	84	33	5-79.7	65.1	[illegible]
REGION 13	NUMBER	15501	12253	4251	15384	10521	14721	14484	13727	13627	13183	12054	12402	14004	11989	11755	11985	10868					
	PERCENT		79	27		68	96	94	89	89	86	78	81	91	78	76	78	71	85	38	5-80.6	67.1	79
REGION 14	NUMBER	3036	2606	836	3014	2171	2925	2845	2726	2758	2784	2674	2659	2915	2586	2399	2543	2122					
	PERCENT		86	28		72	97	94	90	92	92	89	88	97	86	80	84	70	92	40	5-83.0	70.6	84
REGION 15	NUMBER	3231	2653	795	3217	2279	3098	3015	2901	2917	2921	2812	2751	3044	2662	2473	2575	2176					
	PERCENT		82	25		71	96	94	90	91	91	87	86	95	83	77	80	68	90	39	5-82.0	68.7	81
REGION 16	NUMBER	4964	4176	1378	4924	3471	4762	4696	4459	4475	4478	4238	4197	4670	4091	3867	3960	3408					
	PERCENT		84	28		70	97	95	91	91	91	86	85	95	83	79	80	69	90	40	5-82.1	69.3	82
REGION 17	NUMBER	5091	4031	1257	5065	3626	4876	4767	4600	4552	4568	4246	4242	4681	4079	3821	3949	3351					
	PERCENT		79	25		72	96	94	91	90	90	84	84	92	81	75	78	66	88	38	5-81.4	68.0	80
REGION 18	NUMBER	5380	4151	1204	5332	3477	5060	4887	4731	4746	4702	4459	4498	5005	4218	3836	4186	3368					
	PERCENT		77	22		65	95	92	89	89	88	84	84	94	79	72	79	63	86	35	5-80.6	66.7	79

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 05
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 19	NUMBER	8241	6030	1369	8202	5103	7759	7433	7288	7032	7000	6252	6618	7430	6052	5781	5887	5138	82	29	5-79.0	63.5	74
	PERCENT		73	17		62	95	91	89	86	85	76	81	91	74	70	72	63					
REGION 20	NUMBER	19185	13929	3724	19055	11936	17980	17471	16768	16368	16109	14233	14931	16762	13966	13391	13586	12227	81	31	5-78.7	63.4	74
	PERCENT		73	19		63	94	92	88	86	85	75	78	88	73	70	71	64					
STATEWIDE	NUMBER	231219	181534	56368	229607	155873	219467	215266	204123	203832	199993	182744	187869	209166	179188	172779	175700	156618	86	36	5-80.6	66.8	79
	PERCENT		79	24		68	96	94	89	89	87	80	82	91	78	75	77	68					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION (Number and Percent of Students Demonstrating Objective Mastery)										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	16184	10956	2455	16062	9401	14965	8770	8186	9211	10040	76	27	6-79.1	52.1	54
	PERCENT		68	15		59	93	55	51	57	63					
REGION 02	NUMBER	7237	5383	1335	7175	4880	6835	4204	4315	4709	4965	83	33	6-82.4	56.9	63
	PERCENT		74	18		68	95	59	60	66	69					
REGION 03	NUMBER	3727	2948	841	3687	2642	3558	2236	2332	2549	2610	86	37	6-83.8	59.1	67
	PERCENT		79	23		72	97	61	63	69	71					
REGION 04	NUMBER	52422	39657	10928	51964	36806	49656	31832	32552	35687	37215	84	37	6-83.4	58.8	66
	PERCENT		76	21		71	96	61	63	69	72					
REGION 05	NUMBER	5606	4124	1007	5570	4013	5284	3292	3486	3724	3870	83	37	6-82.8	57.8	64
	PERCENT		74	18		72	95	59	63	67	69					
REGION 06	NUMBER	8251	6376	1818	8175	5966	7803	4991	5417	5755	5985	85	40	6-83.9	59.7	68
	PERCENT		77	22		73	95	61	66	70	73					
REGION 07	NUMBER	10207	7929	2149	10132	7235	9706	6095	6492	7083	7288	85	38	6-83.6	59.2	67
	PERCENT		78	21		71	96	60	64	70	72					
REGION 08	NUMBER	3414	2774	754	3386	2565	3280	2134	2308	2464	2563	88	40	6-85.1	61.1	70
	PERCENT		81	22		76	97	63	68	73	76					
REGION 09	NUMBER	2835	2399	764	2811	2175	2721	1806	1957	2116	2196	90	44	6-86.0	63.0	73
	PERCENT		85	27		77	97	64	70	75	78					
REGION 10	NUMBER	33981	26199	7439	33749	24719	32215	21220	21533	23821	24559	85	40	6-84.1	60.0	68
	PERCENT		77	22		73	95	63	64	71	73					
REGION 11	NUMBER	24425	19687	5870	24250	18565	23316	15238	16515	18067	18412	88	42	6-85.3	61.9	71
	PERCENT		81	24		77	96	63	68	75	76					
REGION 12	NUMBER	8385	6270	1594	8331	5895	7941	4885	5185	5677	5753	83	36	6-82.8	57.9	65
	PERCENT		75	19		71	95	59	62	68	69					
REGION 13	NUMBER	15916	12567	3793	15757	11976	15135	10020	10622	11481	11647	87	42	6-84.8	61.3	70
	PERCENT		79	24		76	96	64	67	73	74					
REGION 14	NUMBER	3385	2778	779	3357	2541	3246	2031	2334	2476	2512	88	41	6-85.0	61.1	70
	PERCENT		82	23		76	97	61	70	74	75					
REGION 15	NUMBER	3340	2704	756	3326	2437	3199	2012	2203	2292	2395	87	37	6-84.0	59.3	67
	PERCENT		81	23		73	96	60	66	69	72					
REGION 16	NUMBER	5204	4246	1218	5166	3856	5009	3181	3478	3672	3920	88	40	6-84.7	60.7	69
	PERCENT		82	23		75	97	62	67	71	76					
REGION 17	NUMBER	5552	4462	1274	5529	3881	5348	3416	3619	3908	4072	86	39	6-84.2	60.1	65
	PERCENT		80	23		70	97	62	65	71	74					
REGION 18	NUMBER	5488	4340	1201	5441	3845	5256	3293	3501	3738	3977	85	37	6-83.5	58.8	66
	PERCENT		79	22		71	97	61	64	69	73					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 06
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION 1	2	3	4	5	6					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 19	NUMBER	9659	6855	1360	9608	6031	9079	5030	5682	5889	6307					
	PERCENT		71	14		63	94	52	59	61	66	80	29	6-80.7	54.1	58
REGION 20	NUMBER	19920	13751	2969	19750	12711	18674	10695	11245	12432	12898					
	PERCENT		69	15		64	95	54	57	63	65	80	31	6-81.0	54.9	59
STATEWIDE	NUMBER	245138	186405	50304	243226	172140	232226	146379	152962	166751	173184					
	PERCENT		76	21		71	95	60	63	69	71	84	57	6-83.5	58.6	66

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 06
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, M): MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	16184	10956	2455	16060	12851	14379	14451	14633	12240	11555	12477	13195	10834	12701	7528	10845	9260					
	PERCENT		68	15		80	90	90	91	76	72	78	82	67	79	47	68	58	76	25	6-76.9	61.1	70
REGION 02	NUMBER	7237	5383	1335	7185	6111	6644	6733	6643	5804	5383	5874	6098	5025	5913	3558	5146	4645					
	PERCENT		74	18		85	92	94	92	81	75	82	85	70	82	49	72	65	80	29	6-78.6	63.7	74
REGION 03	NUMBER	3727	2948	841	3698	3214	3444	3500	3452	3126	2937	3191	3225	2824	3180	2026	2768	2399					
	PERCENT		79	23		87	93	95	93	85	79	86	87	76	86	55	75	65	85	33	6-80.2	66.5	76
REGION 04	NUMBER	52422	39657	10928	51974	43315	47683	48180	47451	42295	38560	42479	43691	36711	41924	27719	38759	33586					
	PERCENT		76	21		83	92	93	91	81	74	82	84	71	81	53	75	65	80	30	6-78.7	64.6	75
REGION 05	NUMBER	5606	4124	1007	5568	4589	5059	5102	5018	4437	4014	4475	4633	3750	4463	2598	3875	3494					
	PERCENT		74	18		82	91	92	90	80	72	80	83	67	80	47	70	63	78	26	6-77.6	61.8	71
REGION 06	NUMBER	8251	6376	1816	8171	6967	7613	7648	7487	6750	6167	6802	6857	5789	6672	4526	6059	5567					
	PERCENT		77	22		85	93	94	92	83	75	83	84	71	82	55	74	68	82	30	6-79.2	64.6	76
REGION 07	NUMBER	10207	7929	2145	10113	8633	9394	9417	9231	8469	7890	8574	8736	7455	8482	5300	7391	6636					
	PERCENT		78	21		85	93	93	91	84	78	85	86	74	84	52	73	66	83	31	6-79.5	65.5	77
REGION 08	NUMBER	3414	2774	754	3393	2968	3186	3154	3146	2885	2740	2947	2969	2561	2887	1826	2576	2332					
	PERCENT		81	22		87	94	93	93	85	81	87	88	75	85	54	76	69	86	32	6-80.3	66.3	76
REGION 09	NUMBER	2835	2399	764	2810	2485	2671	2678	2648	2484	2326	2503	2545	2284	2437	1713	2273	2025					
	PERCENT		85	27		88	95	95	94	88	83	89	91	81	87	61	81	72	89	38	6-81.9	69.6	82
REGION 10	NUMBER	33981	26199	7439	33730	28502	31243	31134	30828	27991	25751	27756	28911	24318	27215	17995	25135	22095					
	PERCENT		77	22		85	93	92	91	83	76	82	86	72	81	53	75	65	82	31	6-79.2	64.8	76
REGION 11	NUMBER	24425	19687	5870	24202	20816	22849	22723	22306	20665	18500	20612	20791	17917	20085	13768	18790	16871					
	PERCENT		81	24		86	94	94	92	85	76	85	86	74	83	57	78	70	84	34	6-80.2	66.5	78
REGION 12	NUMBER	8385	6270	1594	8289	6913	7587	7601	7546	6754	6205	6752	6908	5727	6746	4155	5971	5284					
	PERCENT		75	19		83	92	92	91	81	75	81	83	69	81	50	72	64	80	28	6-78.3	63.2	74
REGION 13	NUMBER	15916	12567	3793	15745	13469	14780	14819	14469	13326	12044	13222	13205	11331	12856	9133	11956	10895					
	PERCENT		79	24		86	94	94	92	85	76	84	84	72	82	58	76	69	83	34	6-79.8	66.1	76
REGION 14	NUMBER	3385	2778	779	3346	2968	3184	3169	3113	2909	2688	2913	2944	2529	2804	1814	2610	2350					
	PERCENT		82	23		89	95	95	93	87	80	87	88	76	84	54	78	70	87	33	6-80.7	67.2	79
REGION 15	NUMBER	3344	2704	756	3328	2886	3169	3124	3137	2880	2778	2912	2985	2603	2862	1852	2541	2261					
	PERCENT		81	23		87	95	94	94	87	83	88	90	78	86	56	76	68	87	34	6-80.9	67.6	80
REGION 16	NUMBER	5204	4246	1218	5155	4535	4868	4869	4826	4463	4240	4525	4557	3971	4395	2911	4078	3580					
	PERCENT		82	23		88	94	94	94	87	82	88	88	77	85	56	79	69	87	35	6-80.9	67.5	80
REGION 17	NUMBER	5552	4462	1274	5527	4752	5189	5239	5129	4700	4471	4829	4867	4294	4721	3038	4257	3664					
	PERCENT		80	23		86	94	95	93	85	81	87	88	78	85	55	77	66	86	34	6-80.5	67.0	79
REGION 18	NUMBER	5488	4340	1201	5442	4745	5097	5012	5024	4520	4479	4684	4765	4215	4508	2827	4218	3637					
	PERCENT		79	22		87	94	92	92	83	82	86	88	77	83	52	78	67	85	32	6-80.1	66.1	75

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			MATHEMATICS	CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	9659	6855	1360	9594	7446	8737	8721	8605	7172	6460	7750	8125	6523	7511	4617	6509	5664	77	23	6-77.1	60.7	69
	PERCENT		71	14		78	91	91	90	75	67	81	85	68	78	48	71	59					
REGION 20	NUMBER	19920	13751	2969	19702	15449	17720	17948	17624	15100	13456	15325	15727	12468	15185	9058	13274	11591	75	23	6-76.4	59.8	62
	PERCENT		69	15		78	90	91	89	77	68	78	80	63	77	46	67	59					
STATEWIDE	NUMBER	245138	186405	50304	243034	203614	224496	225222	222316	198966	182444	200590	205714	173127	197547	127740	178311	157752	81	30	6-78.9	64.2	75
	PERCENT		76	21		84	92	93	91	82	75	83	85	71	81	53	73	65					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, M): MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	2: SUPPORTING IDEAS	3: SUMMARIZATION	4: RELATIONSHIPS AND OUTCOMES	5: INFERENCES AND GENERALIZATIONS	6: POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 01	NUMBER	16279	10511	2615	16138	13339	11749	10021	13172	9639	11484	73	43	7-77.4	50.1	50
	PERCENT		65	16		83	73	62	82	60	71					
REGION 02	NUMBER	7434	5288	1427	7346	6640	5831	5033	6383	5091	5853	82	52	7-81.1	55.0	59
	PERCENT		71	19		90	79	69	87	69	80					
REGION 03	NUMBER	3839	3049	1008	3800	3539	3262	2778	3456	2892	3216	88	59	7-83.6	58.6	66
	PERCENT		79	26		93	86	73	91	76	85					
REGION 04	NUMBER	50985	37890	11452	50427	45934	41260	36137	44448	36932	41739	85	57	7-82.5	57.5	64
	PERCENT		74	22		91	82	72	88	73	83					
REGION 05	NUMBER	5668	4158	1051	5617	5157	4626	3831	4965	3987	4628	84	53	7-81.8	55.9	61
	PERCENT		73	19		92	82	68	88	71	82					
REGION 06	NUMBER	8182	6247	1847	8101	7443	6848	5842	7240	6033	6831	86	58	7-83.0	58.2	65
	PERCENT		76	23		92	85	72	89	74	84					
REGION 07	NUMBER	10330	7963	2547	10236	9427	8704	7299	9197	7618	8676	86	58	7-83.1	58.3	65
	PERCENT		77	25		92	85	71	90	74	85					
REGION 08	NUMBER	3343	2842	884	3323	3152	2957	2569	3113	2635	2961	91	64	7-85.4	61.6	71
	PERCENT		85	26		95	89	77	94	79	89					
REGION 09	NUMBER	2804	2372	787	2785	2659	2507	2191	2590	2234	2482	92	66	7-85.7	62.2	72
	PERCENT		85	28		95	90	79	93	80	89					
REGION 10	NUMBER	33338	24948	7916	33048	30118	27269	24141	29034	24348	27469	85	58	7-82.8	58.1	65
	PERCENT		75	24		91	83	73	88	74	83					
REGION 11	NUMBER	23885	18316	5780	23697	21863	20022	17312	20883	17843	20010	86	59	7-83.3	58.7	66
	PERCENT		77	24		92	84	73	88	75	84					
REGION 12	NUMBER	8308	6233	1713	8243	7562	6838	5789	7277	6001	6811	85	56	7-82.3	57.0	63
	PERCENT		75	21		92	83	70	88	73	83					
REGION 13	NUMBER	15746	12062	3717	15550	14223	13049	11381	13689	11634	13025	85	60	7-83.1	58.7	66
	PERCENT		77	24		91	84	73	88	75	84					
REGION 14	NUMBER	3367	2737	820	3343	3147	2909	2467	3043	2596	2887	89	61	7-84.2	59.8	68
	PERCENT		81	24		94	87	74	91	78	86					
REGION 15	NUMBER	3523	2722	794	3495	3182	2907	2443	3106	2593	2910	85	57	7-82.5	57.4	64
	PERCENT		77	23		91	83	70	89	74	83					
REGION 16	NUMBER	5225	4197	1332	5187	4856	4473	3889	4690	4050	4482	89	61	7-84.2	59.9	68
	PERCENT		80	25		94	86	75	90	78	86					
REGION 17	NUMBER	5474	4245	1287	5422	4948	4499	3856	4816	3964	4511	85	57	7-82.7	57.9	65
	PERCENT		78	24		91	83	71	89	73	83					
REGION 18	NUMBER	5718	4148	1116	5666	5061	4512	3903	4932	3904	4530	82	53	7-81.0	55.0	59
	PERCENT		73	20		89	80	69	87	69	80					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 07
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION (Number and Percent of Students Demonstrating Objective Mastery)										
						1	2	3	4	5	6					
REGION		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	9590	6690	1390	9540	8396	7571	6367	8219	6480	7312					
	PERCENT		70	14		88	79	67	86	68	77	81	49	7-80.2	53.5	57
REGION 20	NUMBER	19770	13531	3324	19500	17260	15304	13159	16749	13329	15267					
	PERCENT		68	17		89	78	67	86	68	78	81	51	7-80.4	54.2	58
STATEWIDE	NUMBER	242808	180149	52807	240464	217906	197089	170406	211082	173783	197084					
	PERCENT		74	22		91	82	71	88	72	82	84	56	7-82.2	56.9	63

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			MATHEMATICS	CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	16279	10511	2615	16123	14615	12464	13871	12350	10302	13152	11969	12711	8857	10970	7344	9308	9085					
	PERCENT		65	16		91	77	86	77	64	82	74	79	55	68	46	58	56	73	19	7-75.5	57.6	64
REGION 02	NUMBER	7434	5288	1427	7315	6771	5814	6367	5663	4838	5930	5639	5744	4336	5175	3759	4612	4300					
	PERCENT		71	19		93	79	87	77	66	81	77	79	59	71	51	63	59	76	22	7-76.7	59.5	67
REGION 03	NUMBER	3839	3049	1008	3802	3564	3205	3382	3099	2749	3261	3190	3281	2574	2896	2280	2558	2424					
	PERCENT		79	26		94	84	89	82	72	86	84	86	68	76	60	67	64	84	29	7-79.4	63.9	75
REGION 04	NUMBER	50985	37890	11452	50406	46431	41044	43783	39705	36107	41816	39574	40446	31191	36284	27877	33160	30706					
	PERCENT		74	22		92	81	87	79	72	83	79	80	62	72	55	66	61	79	25	7-77.6	61.2	70
REGION 05	NUMBER	5668	4158	1051	5609	5190	4451	4950	4330	3861	4605	4363	4447	3370	3942	2934	3582	3326					
	PERCENT		73	19		93	79	88	77	69	82	78	79	60	70	52	64	59	78	21	7-77.0	59.6	68
REGION 06	NUMBER	8182	6247	1847	8091	7457	6663	7098	6513	6034	6632	6495	6410	5015	5910	4646	5333	5030					
	PERCENT		76	23		92	82	88	80	75	82	80	79	62	73	57	66	62	80	25	7-78.1	61.8	71
REGION 07	NUMBER	10330	7963	2547	10236	9447	8424	9159	8317	7392	8763	8428	8566	6838	7578	5994	6709	6276					
	PERCENT		77	25		92	82	89	81	72	86	82	84	67	74	59	66	61	82	28	7-78.7	62.8	73
REGION 08	NUMBER	3343	2842	884	3314	3113	2861	3064	2794	2516	2959	2924	2925	2579	2638	2156	2375	2225					
	PERCENT		85	26		94	86	92	84	76	89	88	88	72	80	65	72	67	89	29	7-80.8	65.8	77
REGION 09	NUMBER	2804	2372	787	2784	2600	2406	2523	2333	2204	2426	2418	2418	2025	2164	1873	2062	1944					
	PERCENT		85	28		93	86	91	84	79	87	87	87	73	78	67	74	70	88	31	7-80.9	66.3	78
REGION 10	NUMBER	33338	24948	7916	33022	30259	26709	28650	26059	23892	27266	25932	26427	20589	24084	19016	21857	20053					
	PERCENT		75	24		92	81	87	79	72	83	79	80	62	73	58	66	61	79	26	7-77.8	61.5	71
REGION 11	NUMBER	23885	18316	5780	23612	21827	19747	20567	18909	17810	19262	18811	18699	15002	17403	13972	16206	14875					
	PERCENT		77	24		92	84	87	80	75	82	80	79	64	74	59	69	63	80	27	7-78.3	62.4	72
REGION 12	NUMBER	8308	6233	1713	8235	7527	6670	7028	6445	5848	6817	6561	6657	5160	5923	4535	5307	4909					
	PERCENT		75	21		91	81	85	78	71	83	80	81	63	72	55	64	60	79	23	7-77.4	60.4	69
REGION 13	NUMBER	15746	12062	3717	15547	14339	12854	13554	12646	11800	12637	12336	12395	9797	11250	9217	10715	9730					
	PERCENT		77	24		92	83	87	81	76	81	79	80	63	72	59	69	63	81	26	7-78.3	62.4	72
REGION 14	NUMBER	3367	2737	820	3320	3130	2832	2899	2773	2511	2865	2810	2777	2323	2525	2007	2364	2203					
	PERCENT		81	24		94	85	87	84	76	86	85	84	70	76	60	71	66	85	28	7-79.7	64.0	75
REGION 15	NUMBER	3523	2722	794	3498	3256	3002	3033	2878	2512	2970	2906	2916	2371	2664	2039	2373	2204					
	PERCENT		77	23		93	86	87	82	72	85	83	83	68	76	58	68	63	83	26	7-78.9	62.8	73
REGION 16	NUMBER	5225	4197	1332	5182	4850	4364	4592	4248	3845	4401	4358	4375	3588	3990	3230	3620	3359					
	PERCENT		80	25		94	84	89	82	74	85	84	84	69	77	62	70	65	84	29	7-79.5	64.1	75
REGION 17	NUMBER	5474	4245	1287	5436	5034	4585	4819	4467	3877	4617	4508	4511	3604	4130	3247	3562	3333					
	PERCENT		78	24		93	84	89	82	71	85	83	83	66	76	60	66	61	82	26	7-78.8	62.9	73
REGION 18	NUMBER	5718	4148	1116	5661	5181	4585	4746	4521	3856	4596	4548	4519	3517	3964	3107	3641	3331					
	PERCENT		73	20		92	81	84	80	68	81	80	80	62	70	55	64	59	78	22	7-77.2	60.2	69

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 07
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	9590	6690	1390	9520	8614	7449	7863	7193	6123	7958	7252	7694	5317	6444	4372	5792	5343					
	PERCENT		70	14		90	78	83	76	64	84	76	81	56	68	46	61	56	75	16	7-75.8	57.5	64
REGION 20	NUMBER	19770	13551	3324	19482	17477	15019	16293	14465	12750	15543	14571	14912	10793	13103	9517	11774	10954					
	PERCENT		68	17		90	77	84	74	65	80	75	77	55	67	49	60	56	73	19	7-75.4	57.5	64
STATEWIDE	NUMBER	242808	180149	52807	240195	220682	195148	208241	189708	170827	198476	189593	192830	148646	173037	133122	156910	145610					
	PERCENT		74	22		92	81	87	79	71	83	79	80	62	72	55	65	61	79	24	7-77.6	61.0	70

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, W, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	2: SUPPORTING IDEAS	3: SUMMARIZATION	4: RELATIONSHIPS AND OUTCOMES	5: INFERENCES AND GENERALIZATIONS	6: POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4: WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5: SENTENCE CONSTRUCTION	6: ENGLISH USAGE	7: USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 01	NUMBER	17316	9511	1527	16529	11274	9532	9153	12116	8476	9794						16585	7097	8631	13786	6305			
	PERCENT		55	9		68	58	55	73	51	59	73	27	8-77.1	48.8	48		43	52	83	38	72	21	1591
REGION 02	NUMBER	7716	4797	861	7434	5441	4765	4531	6067	4691	5185						7402	3469	4550	6721	3050			
	PERCENT		62	11		73	64	61	82	63	69	81	36	8-80.6	54.0	58		47	61	91	41	79	24	1621
REGION 03	NUMBER	3922	2689	572	3825	2870	2605	2490	3236	2565	2799						3775	1846	2420	3428	1782			
	PERCENT		69	15		75	68	65	85	67	73	85	41	8-82.3	56.8	63		49	64	91	47	81	28	1639
REGION 04	NUMBER	51685	34609	7466	49980	38729	33737	33867	41548	33486	36533						49488	24619	31650	44077	23542			
	PERCENT		67	14		77	68	68	83	67	73	84	41	8-82.4	57.0	63		50	64	89	48	81	29	1636
REGION 05	NUMBER	5851	3834	672	5673	4197	3764	3672	4734	3788	4066						5605	2719	3541	5022	2428			
	PERCENT		66	11		74	66	65	83	67	72	84	37	8-81.9	55.7	61		49	63	90	43	79	26	1627
REGION 06	NUMBER	8368	5638	1079	8094	6009	5551	5352	6687	5512	5981						7956	4125	5035	7248	3584			
	PERCENT		67	13		74	69	66	83	68	74	84	41	8-82.3	57.0	63		52	63	91	45	81	28	1634
REGION 07	NUMBER	10732	7373	1541	10409	7721	7188	6831	8780	7136	7799						10356	5660	6674	9333	4669			
	PERCENT		69	14		74	69	66	84	69	75	85	41	8-82.6	57.4	64		55	64	90	45	81	29	1645
REGION 08	NUMBER	3503	2646	529	3418	2580	2504	2377	3014	2450	2725						3387	1767	2449	3143	1739			
	PERCENT		76	15		75	73	70	88	72	80	90	43	8-84.2	59.2	67		52	72	93	51	87	31	1653
REGION 09	NUMBER	2764	2138	447	2709	2160	2023	1982	2399	2051	2192						2669	1500	1883	2525	1352			
	PERCENT		77	16		80	75	73	89	76	81	90	48	8-85.1	61.0	70		56	71	95	51	86	33	1665
REGION 10	NUMBER	33657	22696	4981	32385	24764	21789	21652	26821	22000	23599						32079	17629	20530	28725	15140			
	PERCENT		67	15		76	67	67	83	68	73	84	42	8-82.3	57.1	63		55	64	90	47	81	30	1649
REGION 11	NUMBER	23750	16438	3348	22923	17928	15651	15770	19498	16412	17414						22725	11071	14747	20770	10183			
	PERCENT		69	14		78	68	69	85	72	76	86	44	8-83.2	58.4	66		49	65	91	45	81	27	1633
REGION 12	NUMBER	8481	5665	989	8189	6010	5523	5346	6797	5485	5927						8081	3762	5089	7292	3544			
	PERCENT		67	12		73	67	65	83	67	72	84	39	8-81.9	56.0	61		47	63	90	44	80	24	1623
REGION 13	NUMBER	15975	11015	2445	15429	12148	10560	10356	12962	10921	11684						15213	7604	10203	14078	7160			
	PERCENT		69	15		79	68	67	84	71	76	85	44	8-83.0	58.4	64		50	67	92	47	82	30	1641
REGION 14	NUMBER	3289	2387	516	3212	2518	2309	2215	2784	2332	2479						3173	1663	2199	2983	1459			
	PERCENT		73	16		78	72	69	87	73	77	88	45	8-84.0	59.2	67		52	69	94	46	85	29	1643
REGION 15	NUMBER	3636	2452	479	3519	2624	2371	2255	2957	2373	2509						3465	1461	2221	3197	1571			
	PERCENT		67	15		75	67	64	84	67	71	83	40	8-81.8	56.0	61		42	64	92	45	80	24	1617
REGION 16	NUMBER	5364	3820	831	5202	3978	3619	3553	4414	3617	3946						5146	2856	3382	4771	2372			
	PERCENT		71	15		76	70	68	85	70	76	86	43	8-83.2	58.4	66		55	66	93	46	84	31	1649
REGION 17	NUMBER	5579	3740	781	5401	3908	3585	3481	4447	3509	3872						5316	2937	3323	4822	2287			
	PERCENT		67	14		72	66	64	82	65	72	82	39	8-81.6	55.9	61		55	63	91	43	82	28	1640
REGION 18	NUMBER	5969	3775	696	5740	4114	3701	3516	4620	3539	3916						5707	2912	3308	5135	2171			
	PERCENT		63	12		72	64	61	80	62	68	80	36	8-80.4	54.0	58		51	58	90	38	78	24	1625

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

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REPORT DATE AUGUST 1997
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GRADE 08
STATEWIDE

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REGION		ALL TESTS TAKEN (R, W, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, W, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, W, M): MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 19	NUMBER	9450	5669	811	9157	6723	5751	5523	7310	5639	5973						9105	4087	5163	8032	3615			
	PERCENT		60	9		73	63	60	80	62	65	81	32	8-79.9	52.4	55		44	57	88	40	76	21	1605
REGION 23	NUMBER	19494	11635	1871	18645	13574	11572	11239	14808	11517	12472						18599	8334	11045	16516	7641			
	PERCENT		60	10		73	62	60	79	62	67	80	34	8-80.0	53.1	56		45	59	89	41	77	25	1611
STATEWIDE	NUMBER	246501	162525	32442	237871	179262	158100	155159	195999	157499	170785						235828	116416	148043	211594	105574			
	PERCENT		66	13		75	66	65	82	66	72	83	39	8-81.8	56.3	61		49	63	90	45	80	27	1631

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
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REGION		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																			
						Number and Percent of Students Demonstrating Objective Mastery																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	17316	9511	1527	16500	15964	12756	12943	13127	13649	13762	11520	10906	8469	11342	8615	6886	10282	68	22	8-73.7	55.8	61
	PERCENT		55	9		97	77	78	80	83	83	70	66	51	69	52	54	62					
REGION 02	NUMBER	7716	4797	861	7420	7226	6076	6172	6126	6330	6196	5427	5036	4104	5255	4174	4603	4795	72	26	8-75.5	58.8	[illegible]
	PERCENT		62	11		97	82	83	83	85	84	73	68	55	71	56	62	65					
REGION 03	NUMBER	3922	2689	572	3808	3732	3266	3244	3197	3465	3352	3112	2853	2394	2938	2298	2576	2659	79	32	8-78.1	62.9	[illegible]
	PERCENT		69	15		98	86	85	84	91	88	82	75	63	77	60	68	70					
REGION 04	NUMBER	51685	34609	7466	49920	48532	42047	41735	41552	43666	42752	37570	35818	29150	37245	30749	33314	34159	76	31	8-77.0	61.4	71
	PERCENT		67	14		97	84	84	83	87	86	75	72	58	75	62	67	68					
REGION 05	NUMBER	5851	3834	672	5669	5560	4715	4670	4711	4952	4844	4224	4006	3204	4134	3245	3690	3758	75	27	8-76.3	59.8	[illegible]
	PERCENT		66	11		98	83	82	83	87	85	75	71	57	73	57	65	66					
REGION 06	NUMBER	8368	5638	1079	8051	7822	6880	6812	6761	7153	6797	6091	5780	4674	5927	4818	5439	5390	76	29	8-76.9	60.9	70
	PERCENT		67	13		97	85	85	84	89	84	76	72	58	74	60	68	67					
REGION 07	NUMBER	10732	7373	1541	10397	10179	8785	8795	8592	9439	9114	8291	7772	6468	7850	6306	6985	7153	78	30	8-77.7	61.9	71
	PERCENT		69	14		98	84	85	83	91	88	80	75	62	76	61	67	69					
REGION 08	NUMBER	3503	2646	529	3411	3365	3035	2959	2934	3169	3099	2868	2712	2268	2747	2230	2484	2514	84	35	8-79.6	64.9	76
	PERCENT		76	15		99	89	87	86	93	91	84	80	66	81	65	73	74					
REGION 09	NUMBER	2764	2138	447	2706	2672	2436	2399	2339	2538	2435	2224	2137	1820	2212	1885	2031	2040	85	36	8-80.1	66.1	[illegible]
	PERCENT		77	16		99	90	89	86	94	90	82	79	67	82	70	75	75					
REGION 10	NUMBER	33657	22696	4981	32411	31500	27039	26813	26759	28695	27854	24535	23436	19032	24214	19797	21924	22113	76	31	8-77.0	61.4	71
	PERCENT		67	15		97	83	83	83	89	86	76	72	59	75	61	68	68					
REGION 11	NUMBER	23750	16438	3348	22923	22402	19794	19804	19357	20622	19545	17594	16912	14008	17419	14691	16148	15962	79	32	8-77.9	62.7	[illegible]
	PERCENT		69	14		98	86	86	84	90	85	77	74	61	76	64	70	70					
REGION 12	NUMBER	8481	5665	989	8183	7995	6973	6906	6816	7322	7011	6352	5971	4791	6044	4789	5484	5595	77	28	8-77.1	61.0	[illegible]
	PERCENT		67	12		98	85	84	83	89	86	78	73	59	74	59	67	68					
REGION 13	NUMBER	15975	11015	2445	15450	15028	13334	13305	12919	13638	12997	11711	11220	9167	11637	9751	10832	10748	77	32	8-77.5	62.3	[illegible]
	PERCENT		69	15		97	86	86	84	88	84	76	73	59	75	63	70	70					
REGION 14	NUMBER	3289	2387	516	3206	3159	2827	2804	2722	2938	2815	2581	2359	2064	2567	2037	2279	2229	81	34	8-78.8	65.7	[illegible]
	PERCENT		73	16		99	88	87	85	92	88	81	74	64	80	64	71	71					
REGION 15	NUMBER	3636	2452	479	3505	3431	3076	2972	2908	3174	3011	2796	2643	2157	2690	2049	2365	2417	78	32	8-77.7	62.2	[illegible]
	PERCENT		67	13		98	88	85	83	91	86	80	75	62	77	58	67	69					
REGION 16	NUMBER	5364	3820	831	5215	5118	4554	4654	4435	4797	4549	4237	3866	3316	4057	3281	3671	3761	81	33	8-78.7	63.7	74
	PERCENT		71	15		98	87	89	85	92	87	81	74	64	78	63	70	72					
REGION 17	NUMBER	5579	3740	781	5400	5278	4571	4593	4429	4918	4713	4323	3912	3304	4097	3180	3652	3681	77	31	8-77.4	62.6	[illegible]
	PERCENT		67	14		98	85	85	82	91	87	80	72	61	76	59	68	68					
REGION 18	NUMBER	5969	3775	696	5738	5591	4802	4791	4675	5067	4790	4366	3846	3356	4226	3169	3669	3781	74	28	8-76.1	59.[illegible]	[illegible]
	PERCENT		63	12		97	84	83	81	88	83	76	67	58	74	55	64	66					

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

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REPORT DATE AUGUST 1997
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		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
REGION		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	9450	5669	811	9163	8846	7354	7216	7416	7665	7823	6539	6431	4875	6413	4891	5423	5872					
	PERCENT		60	9		97	80	79	81	84	85	71	70	53	70	53	59	64	70	22	8-74.7	56.9	63
REGION 20	NUMBER	19494	11635	1871	18632	17926	14779	14801	14965	15718	15409	13035	12134	9481	12829	10247	11256	11634					
	PERCENT		60	10		96	79	79	80	84	83	70	65	51	69	55	60	62	69	23	8-74.3	56.8	63
STATEWIDE	NUMBER	246501	162525	32442	237705	231326	199099	198388	196740	208915	202868	179396	169748	138102	175843	142202	156711	160591					
	PERCENT		66	13		97	84	83	83	88	85	75	71	58	74	60	66	68	75	29	8-76.7	60.7	69

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REGION		ALL TESTS TAKEN (R, W, M, S, SS): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SCIENCE: ACQUIRING/CLASSIFYING INFORMATION 1 ACQUIRE DATA	SCIENCE: ACQUIRING/CLASSIFYING INFORMATION 2 CLASSIFY INFORMATION	SCIENCE: COMMUNICATING/INTERPRETING INFORMATION 3 COMMUNICATE DATA	SCIENCE: COMMUNICATING/INTERPRETING INFORMATION 4 INTERPRET DATA	SCIENCE: COMMUNICATING/INTERPRETING INFORMATION 5 INFER, GENERALIZE, PREDICT	SCIENCE: SOLVING PROBLEMS - INVESTIGATING 6 CONDUCT INVESTIGATIONS	SCIENCE: SOLVING PROBLEMS - INVESTIGATING 7 DRAW CONCLUSIONS	SCIENCE: SOLVING PROBLEMS - APPLYING KNOWLEDGE 8 APPLY KNOWLEDGE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 01	NUMBER	17337	7173	360	16322	10998	15541	7685	12709	13062	11929	5517	8933			
	PERCENT		41	2		67	95	47	78	80	73	34	55	74	12	1548
REGION 02	NUMBER	7725	3890	245	7295	5396	6941	3669	6156	6005	5846	2977	4665			
	PERCENT		50	3		74	95	50	84	82	80	41	64	81	18	1572
REGION 03	NUMBER	3928	2251	160	3760	2961	3632	1997	3253	3170	3169	1670	2664			
	PERCENT		57	4		79	97	53	87	84	84	44	71	86	21	1586
REGION 04	NUMBER	51748	29786	2284	49429	38302	47699	25206	42266	41953	41106	22227	33186			
	PERCENT		58	4		77	97	51	86	85	83	45	67	84	20	1584
REGION 05	NUMBER	5859	3241	178	5621	4388	5410	2908	4780	4724	4718	2450	3820			
	PERCENT		55	3		78	96	52	85	84	84	44	68	85	19	1583
REGION 06	NUMBER	8377	4887	365	8033	6397	7663	4249	6974	6753	6740	3824	5752			
	PERCENT		58	4		80	95	53	87	84	84	48	72	86	22	1589
REGION 07	NUMBER	10744	6261	460	10325	8171	9926	5504	8953	8681	8594	4821	7257			
	PERCENT		58	4		79	96	53	87	84	83	47	70	86	21	1558
REGION 08	NUMBER	3508	2284	167	3412	2791	3311	1942	3021	2939	2963	1652	2492			
	PERCENT		65	5		82	97	57	89	86	87	48	73	89	24	1597
REGION 09	NUMBER	2766	1878	136	2694	2276	2625	1584	2446	2358	2396	1426	2119			
	PERCENT		68	5		84	97	59	91	88	89	53	79	92	26	1604
REGION 10	NUMBER	33705	19523	1558	32082	24754	30653	16446	27110	26695	26320	14199	21592			
	PERCENT		58	5		77	96	51	85	83	82	44	67	83	20	1581
REGION 11	NUMBER	23774	14653	1130	22666	18581	21710	12139	19793	19108	19409	11056	16892			
	PERCENT		62	5		82	96	54	87	84	86	49	75	87	24	1595
REGION 12	NUMBER	8485	4882	331	8086	6342	7758	4182	6940	6814	6790	3711	5638			
	PERCENT		58	4		78	96	52	86	84	84	46	70	86	20	1585
REGION 13	NUMBER	16004	9834	821	15330	12422	14673	8423	13365	13106	13161	7516	11375			
	PERCENT		61	5		81	96	55	87	85	86	49	74	87	25	1594
REGION 14	NUMBER	3292	2107	158	3197	2629	3102	1756	2842	2716	2814	1632	2434			
	PERCENT		64	5		82	97	55	89	85	88	51	76	90	25	1601
REGION 15	NUMBER	3638	2135	133	3475	2757	3317	1779	3011	2922	2919	1611	2422			
	PERCENT		59	4		79	95	51	87	84	84	46	70	86	21	1586
REGION 16	NUMBER	5366	3331	250	5162	4234	4956	2728	4532	4421	4452	2579	3870			
	PERCENT		62	5		82	96	53	88	86	86	50	75	88	23	1595
REGION 17	NUMBER	5580	3135	240	5343	4162	5109	2736	4568	4435	4378	2396	3637			
	PERCENT		56	4		78	96	51	85	83	82	45	68	84	21	1582
REGION 18	NUMBER	5975	3162	236	5692	4331	5423	2801	4797	4736	4668	2514	3818			
	PERCENT		53	4		76	95	49	84	83	82	44	67	83	20	1579

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 08
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SCIENCE											
						ACQUIRING/CLASSIFYING INFORMATION		COMMUNICATING/INTERPRETING INFORMATION			SOLVING PROBLEMS - INVESTIGATING		SOLVING PROBLEMS - APPLYING KNOWLEDGE			
						1	2	3	4	5	6	7	8			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	ACQUIRE DATA	CLASSIFY INFORMATION	COMMUNICATE DATA	INTERPRET DATA	INFER, GENERALIZE, PREDICT	CONDUCT INVESTIGATIONS	DRAW CONCLUSIONS	APPLY KNOWLEDGE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 19	NUMBER	9455	4588	206	9069	6798	8713	4296	7559	7486	7179	3565	5803			
	PERCENT		49	2		75	96	47	83	83	79	39	64	82	15	1566
REGION 20	NUMBER	19513	9746	577	18412	13762	17555	8947	15388	15253	14683	7630	11916			
	PERCENT		50	3		75	95	49	84	83	80	41	65	81	17	1572
STATEWIDE	NUMBER	246779	138747	9995	235405	182444	225709	120975	200463	197335	194234	104969	160285			
	PERCENT		56	4		78	96	51	85	84	83	45	68	84	20	1582

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES														
						UNDERSTANDING CONCEPTS						EVALUATING CONCEPTS							
						1	2	3	4	5	6	7	8	9	10				
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CIVIC RIGHTS AND RESPONSIBILITIES	AMERICAN AND OTHER ECONOMIC SYSTEMS	AMERICAN AND OTHER POLITICAL SYSTEMS	GEOGRAPHICAL CONCEPTS AND INFORMATION	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL FACTORS	INTERPRET SOCIAL STUDIES DATA	ANALYZE RELATIONSHIPS IN SOCIAL STUDIES	MAKE GENERALIZATIONS/DRAW INFERENCES/CONCLUSIONS	USE PROBLEM SOLVING/DECISION-MAKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												
REGION 01	NUMBER	17337	7175	360	16435	9854	8580	7794	8727	8895	7701	15285	7074	5101	9121	50	7	1506
	PERCENT		41	2		60	52	47	53	54	47	93	43	31	55			
REGION 02	NUMBER	7725	3890	245	7403	4706	4559	3836	4378	4613	3756	6950	3922	3020	4674	60	11	1531
	PERCENT		50	3		64	62	52	59	62	51	94	53	41	63			
REGION 03	NUMBER	3928	2251	160	3805	2614	2574	2131	2505	2568	2075	3640	2209	1582	2594	66	15	1549
	PERCENT		57	4		69	68	56	66	67	54	96	58	42	68			
REGION 04	NUMBER	51748	29786	2284	49800	34413	33674	29599	32637	34578	27981	47692	29275	23358	34513	68	17	1555
	PERCENT		58	4		69	68	59	66	69	56	96	59	47	69			
REGION 05	NUMBER	5859	3241	178	5670	3916	3862	3165	3338	3840	2989	5421	3282	2449	3943	65	13	1545
	PERCENT		55	3		69	68	56	59	68	53	96	58	43	70			
REGION 06	NUMBER	8377	4887	365	8078	5734	5496	4791	5514	5782	4534	7717	4988	3516	5537	69	16	1555
	PERCENT		58	4		71	68	59	68	72	56	96	62	44	69			
REGION 07	NUMBER	10744	6261	460	10371	7283	7189	5923	6657	7230	5714	9938	6240	4397	7247	68	15	1552
	PERCENT		58	4		69	69	57	64	70	55	96	60	42	70			
REGION 08	NUMBER	3508	2284	167	3412	2473	2523	2082	2358	2576	2061	3302	2167	1530	2602	75	16	1564
	PERCENT		65	5		72	74	61	69	75	60	97	64	45	76			
REGION 09	NUMBER	2766	1878	136	2698	2031	1991	1640	1935	2053	1639	2633	1816	1349	2043	77	19	1574
	PERCENT		68	5		75	74	61	72	76	61	98	67	50	76			
REGION 10	NUMBER	33705	19525	1558	32273	22427	21860	18868	21005	22518	18169	30755	19571	15453	22224	68	17	1555
	PERCENT		58	5		69	68	58	65	70	56	95	61	48	69			
REGION 11	NUMBER	23774	14653	1130	22855	16458	16316	14199	15874	16609	13113	21971	14685	11361	16507	73	19	1565
	PERCENT		62	5		72	71	62	69	73	57	96	64	50	72			
REGION 12	NUMBER	8485	4882	331	8144	5653	5569	4697	5217	5637	4520	7803	5049	3589	5625	69	14	1551
	PERCENT		58	4		69	68	58	64	69	56	96	62	44	69			
REGION 13	NUMBER	16004	9834	821	15415	10992	10937	9584	10829	10997	9129	14679	9842	7780	10961	72	19	1566
	PERCENT		61	5		71	71	62	70	71	59	95	64	50	71			
REGION 14	NUMBER	3292	2107	158	3195	2329	2368	1998	2234	2421	1905	3098	2091	1509	2366	75	18	1569
	PERCENT		64	5		73	74	63	70	76	60	97	65	47	74			
REGION 15	NUMBER	3638	2155	133	3490	2482	2380	2035	2325	2487	1973	3349	2068	1590	2456	71	16	1555
	PERCENT		59	4		71	68	58	67	71	57	96	59	46	70			
REGION 16	NUMBER	5366	3331	250	5195	3776	3681	3150	3499	3830	2883	4981	3295	2336	3757	72	17	1561
	PERCENT		62	5		73	71	61	67	74	55	96	63	45	72			
REGION 17	NUMBER	5580	3135	240	5383	3642	3572	3069	3406	3680	2961	5125	3157	2243	3670	66	15	1547
	PERCENT		56	4		68	66	57	63	68	55	95	59	42	68			
REGION 18	NUMBER	5975	3163	236	5740	3843	3706	3063	3468	3800	3081	5397	3367	2265	3743	63	14	1548
	PERCENT		53	4		67	65	53	60	66	54	94	59	39	65			

TEXAS ASSESSMENT OF ACADEMIC SKILLS
OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 08
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES														
						UNDERSTANDING CONCEPTS						EVALUATING CONCEPTS							
						1	2	3	4	5	6	7	8	9	10				
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CIVIC RIGHTS AND RESPONSIBILITIES	AMERICAN AND OTHER ECONOMIC SYSTEMS	AMERICAN AND OTHER POLITICAL SYSTEMS	GEOGRAPHICAL CONCEPTS AND INFORMATION	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL FACTORS	INTERPRET SOCIAL STUDIES DATA	ANALYZE RELATIONSHIPS IN SOCIAL STUDIES	MAKE GENERALIZATIONS/DRAW INFERENCES CONCLUSIONS	USE PROBLEM-SOLVING DECISION-MAKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery													
REGION 19	NUMBER	9455	4588	206	9127	6009	5434	4672	5173	5680	4910	8686	4743	3446	5853			
	PERCENT		49	2		66	60	51	57	62	54	95	52	38	64	60	10	1529
REGION 20	NUMBER	19513	9746	577	18581	12228	11444	10051	11771	11899	9732	17546	10144	7747	11824			
	PERCENT		50	3		66	62	54	63	64	52	94	55	42	64	62	13	1538
STATEWIDE	NUMBER	246779	138747	9995	237070	162783	157715	136345	152850	161693	130824	225968	138985	105621	161260			
	PERCENT		56	4		69	67	58	64	68	55	95	59	45	68	67	15	1550

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION 1	2	3	4	5	6							WRITTEN COMMUNICATION 1-4	5	6	7			
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	15236	8718	1870	14793	11846	12551	10422	11500	8222	9244						14709	8877	8484	12283	8684			
	PERCENT		57	12		80	85	70	78	56	62	77	36	X-77.9	49.8	50		60	58	84	59	81	35	1660
REGION 02	NUMBER	6572	4302	1147	6329	5529	5473	4892	5201	4496	4328						6308	4512	4453	5853	4405			
	PERCENT		65	17		87	86	77	82	71	68	85	47	X-81.9	56.1	61		72	71	93	70	90	48	174
REGION 03	NUMBER	3513	2479	691	3424	2985	3008	2677	2829	2512	2365						3395	2384	2410	3130	2407			
	PERCENT		71	20		87	88	78	83	73	69	86	48	X-82.5	57.1	63		70	71	92	71	91	47	173
REGION 04	NUMBER	43585	29325	8615	42220	36804	36798	35146	34841	30662	30229						42174	28569	28745	37823	28886			
	PERCENT		67	20		87	87	79	83	73	72	86	50	X-82.4	57.1	63		68	68	90	68	87	46	172
REGION 05	NUMBER	5420	3593	929	5290	4580	4509	4092	4291	3918	3618						5240	3635	3707	4811	3712			
	PERCENT		66	17		87	85	77	81	74	68	86	47	X-82.0	56.0	61		69	71	92	71	90	47	1726
REGION 06	NUMBER	7082	5058	1321	6918	6122	6063	5518	5772	5380	5013						6878	4767	4885	6422	4758			
	PERCENT		71	19		88	88	80	83	78	72	88	52	X-83.3	58.4	66		69	71	93	69	90	47	1733
REGION 07	NUMBER	9625	6581	1797	9436	8182	8223	7378	7737	7116	6730						9421	6626	6660	8689	6634			
	PERCENT		68	19		87	87	78	82	75	71	87	50	X-82.6	57.4	64		70	71	92	70	90	48	1735
REGION 08	NUMBER	3323	2450	710	3249	2850	2864	2577	2767	2554	2406						3242	2338	2407	3015	2424			
	PERCENT		74	21		88	88	79	85	79	74	89	53	X-83.6	58.8	66		72	74	93	75	92	52	1747
REGION 09	NUMBER	2477	1933	638	2439	2186	2191	2015	2111	2008	1876						2435	1870	1854	2330	1855			
	PERCENT		78	26		90	90	83	87	82	77	92	57	X-85.1	61.6	71		77	76	96	76	93	56	178
REGION 10	NUMBER	29231	20416	6068	28494	24966	25158	22856	23789	21541	20994						28439	19711	20159	25806	20294			
	PERCENT		70	21		88	88	80	83	76	74	87	53	X-83.1	58.4	66		69	71	91	71	89	48	1737
REGION 11	NUMBER	21310	15180	4366	20757	18333	18233	16636	17350	16269	15372						20724	14303	14959	19190	14547			
	PERCENT		71	20		88	88	80	84	78	74	88	54	X-83.5	59.0	67		69	72	93	70	90	48	173
REGION 12	NUMBER	7423	5003	1363	7230	6278	6231	5642	5900	5349	4994						7209	4822	5110	6675	5047			
	PERCENT		67	18		87	86	78	82	74	69	86	49	X-82.2	56.6	62		67	71	93	70	89	46	1720
REGION 13	NUMBER	13248	9504	2863	12843	11595	11272	10445	10888	10189	9488						12747	8686	9423	11989	9217			
	PERCENT		72	22		90	88	81	85	79	74	89	55	X-84.0	60.0	68		68	74	94	72	90	49	1740
REGION 14	NUMBER	2893	2109	610	2791	2481	2454	2266	2380	2244	2053						2788	1874	2117	2637	2088			
	PERCENT		73	21		89	88	81	85	80	74	90	54	X-84.2	59.6	68		67	76	95	75	92	50	173
REGION 15	NUMBER	3235	2171	579	3128	2691	2715	2408	2598	2284	2161						3134	1934	2221	2905	2177			
	PERCENT		67	18		86	87	77	83	73	69	86	48	X-82.0	56.4	62		62	71	93	69	89	44	169
REGION 16	NUMBER	4906	3529	932	4800	4205	4159	3839	4060	3703	3426						4779	3239	3456	4445	3383			
	PERCENT		72	19		88	87	80	85	77	71	89	50	X-83.0	57.5	64		68	72	93	71	90	47	172
REGION 17	NUMBER	5125	3565	1017	5014	4345	4276	3932	4148	3655	3501						4984	3540	3498	4612	3484			
	PERCENT		70	20		87	85	78	83	73	70	86	49	X-82.2	56.8	63		71	70	93	70	90	48	172
REGION 18	NUMBER	5256	3365	872	5080	4298	4322	3850	4116	3556	3372						5040	3454	3318	4558	3272			
	PERCENT		64	17		85	85	76	81	70	66	85	45	X-81.1	54.8	59		69	66	90	65	88	45	171

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE APRIL 1997
DATE OF TESTING FEBUARY 1997
GRADE 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEHER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN			READING												WRITING							
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 19	NUMBER	9514	5105	1016	9200	7580	7552	6577	7043	5483	5609						9193	5359	5538	7896	5399			
	PERCENT		54	11		82	82	71	77	60	61	79	37	X-78.2	50.1	50		58	60	86	59	82	35	165
REGION 20	NUMBER	17192	10384	2440	16658	14155	14115	12538	13435	11390	10849						16605	10341	10837	14974	10624			
	PERCENT		60	14		85	85	75	81	68	65	83	44	X-80.7	54.2	58		62	65	90	64	86	40	168
STATEWIDE	NUMBER	216166	144770	39844	210095	182011	182167	163706	172756	152531	147634						209444	140841	144239	190043	143297			
	PERCENT		67	18		87	87	78	82	73	70	86	49	X-82.1	56.7	63		67	69	91	68	88	45	171

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBUARY 1997
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN: NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	15236	8718	1870	15003	10597	9732	11920	10229	11056	11549	10682	7798	10709	10378	8240	9226	10319					
	PERCENT		57	12		71	65	79	68	74	76	71	52	71	69	55	61	69	65	22	X-72.9	54.0	58
REGION 02	NUMBER	6572	4302	1147	6474	4644	4540	5265	4558	5206	5142	4813	3556	4638	4728	3791	4434	4716					
	PERCENT		65	17		72	70	81	70	80	79	74	55	72	73	59	68	73	70	26	X-74.6	56.7	6
REGION 03	NUMBER	3513	2479	691	3460	2627	2612	2896	2545	2897	2903	2745	2162	2688	2662	2201	2538	2686					
	PERCENT		71	20		76	75	84	74	84	84	79	62	78	77	64	73	78	76	31	X-76.9	60.1	6
REGION 04	NUMBER	43585	29325	8615	42878	31538	31440	35025	30476	34729	34338	32129	25054	31308	32383	27143	30540	32531					
	PERCENT		67	20		74	73	82	71	81	80	75	58	73	76	63	71	76	72	30	X-75.6	58.5	6
REGION 05	NUMBER	5420	3593	929	5330	3915	3799	4305	3727	4302	4204	4059	3000	3780	3910	3094	3745	3955					
	PERCENT		66	17		73	71	81	70	81	79	76	56	71	73	58	70	74	71	26	X-74.8	56.9	6
REGION 06	NUMBER	7082	5058	1321	6943	5094	5286	5967	5222	5782	5757	5380	4123	5165	5375	4462	5152	5412					
	PERCENT		71	19		73	76	86	75	83	83	77	59	74	77	64	74	78	76	28	X-76.6	59.2	67
REGION 07	NUMBER	9625	6581	1797	9470	6959	6902	7769	6737	7674	7571	7318	5516	7095	7050	5727	6768	7085					
	PERCENT		68	19		73	73	82	71	81	80	77	58	75	74	60	71	75	73	28	X-75.5	57.9	6
REGION 08	NUMBER	3323	2450	710	3271	2575	2521	2779	2447	2819	2754	2612	2040	2581	2499	2152	2463	2564					
	PERCENT		74	21		79	77	85	75	86	84	80	62	79	76	66	75	78	78	32	X-77.5	61.0	7
REGION 09	NUMBER	2477	1933	638	2455	1938	2017	2189	1958	2158	2156	2007	1626	1937	2026	1721	1963	2050					
	PERCENT		78	26		79	82	89	80	88	88	82	66	79	83	70	80	84	82	37	X-79.2	64.1	7
REGION 10	NUMBER	29231	20416	6068	28838	21276	21583	23962	20873	23683	23317	22143	17270	21377	22139	18374	21247	22498					
	PERCENT		70	21		74	75	83	72	82	81	77	60	74	77	64	74	78	74	31	X-76.2	59.3	6
REGION 11	NUMBER	21310	15180	4366	20987	15531	16081	17500	15718	17374	17293	16056	12502	15589	16363	13465	15545	16331					
	PERCENT		71	20		74	77	83	75	83	82	77	60	74	78	64	74	78	75	31	X-76.5	59.5	6
REGION 12	NUMBER	7423	5003	1363	7321	5306	5332	5928	5144	5941	5891	5574	4173	5292	5448	4394	5152	5462					
	PERCENT		67	18		72	73	81	70	81	80	76	57	72	74	60	70	75	72	28	X-75.2	57.6	6
REGION 13	NUMBER	13248	9504	2863	12987	9458	10194	11004	9910	10799	10697	10015	7813	9590	10358	8532	9694	10246					
	PERCENT		72	22		73	78	85	76	83	82	77	60	74	80	66	75	79	76	32	X-76.8	60.0	6
REGION 14	NUMBER	2893	2109	610	2847	2087	2235	2432	2158	2391	2396	2248	1681	2163	2212	1820	2135	2244					
	PERCENT		73	21		73	79	85	76	84	84	79	59	76	78	64	75	79	76	32	X-76.9	60.2	6
REGION 15	NUMBER	3235	2171	579	3177	2274	2321	2649	2255	2584	2531	2472	1815	2355	2395	1863	2186	2372					
	PERCENT		67	18		72	73	83	71	81	80	78	57	74	75	59	69	75	72	27	X-75.3	57.5	6
REGION 16	NUMBER	4906	3529	932	4851	3708	3722	4162	3575	4065	4040	3905	2906	3739	3708	3083	3594	3853					
	PERCENT		72	19		76	77	86	74	84	83	80	60	77	76	64	74	79	77	29	X-76.9	59.8	6
REGION 17	NUMBER	5125	3565	1017	5046	3769	3686	4255	3706	4207	4064	3914	2873	3804	3825	3164	3634	3812					
	PERCENT		70	20		75	73	84	73	83	81	78	57	75	76	63	72	76	74	30	X-76.0	58.7	6
REGION 18	NUMBER	5256	3365	872	5196	3524	3635	4188	3589	4061	4103	3898	2766	3759	3804	2938	3553	3749					
	PERCENT		64	17		68	70	81	69	78	79	75	53	72	73	57	68	72	69	25	X-74.2	56.2	6

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE APRIL 1997
DATE OF TESTING FEBUARY 1997
GRADE 10-EXIT LEVEL
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
REGION		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	9514	5105	1016	9338	5529	5934	6972	5657	6599	6579	6220	4474	6156	6400	4566	5622	6215					
	PERCENT		54	11		59	64	75	61	71	70	67	48	66	69	49	60	67	59	18	X-70.7	50.9	5
REGION 20	NUMBER	17192	10384	2440	16889	10778	11357	13017	11272	12860	12992	11866	8844	11612	12173	9246	11008	11904					
	PERCENT		60	14		64	67	77	67	76	77	70	52	69	72	55	65	70	65	23	X-72.9	54.1	5
STATEWIDE	NUMBER	216166	144770	39844	212761	153127	154929	174184	151756	171187	170077	160056	121992	155337	159836	129974	150179	160004					
	PERCENT		67	18		72	73	82	71	80	80	75	57	73	75	61	71	75	72	28	X-75.3	57.8	6

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA								
						1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery								
REGION 01	NUMBER	3416	1231	254	3373	2333	1480	1187	1652	1506	1503			
	PERCENT		36	7		69	44	35	49	45	45	45	15	1486
REGION 02	NUMBER	32	6	0	32	14	7	4	9	9	8			
	PERCENT		19	0		44	22	13	28	28	25	22	0	1409
REGION 03	NUMBER	5	4	1	5	4	3	4	3	4	4			
	PERCENT		80	20		80	60	80	60	80	80	80	40	1540
REGION 04	NUMBER	6188	2753	674	6145	4674	3084	2534	3395	3119	3190			
	PERCENT		44	11		76	50	41	55	51	52	52	20	1510
REGION 05	NUMBER	4	---	---	4	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	----
REGION 06	NUMBER	241	51	5	238	134	65	59	87	79	82			
	PERCENT		21	2		56	27	25	37	33	34	30	5	1442
REGION 07	NUMBER	226	94	15	224	138	107	72	114	107	99			
	PERCENT		42	7		62	48	32	51	48	44	47	13	1481
REGION 08	NUMBER	44	10	1	44	29	15	15	19	11	11			
	PERCENT		23	2		66	34	34	43	25	25	30	9	1466
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	----
REGION 10	NUMBER	2225	433	59	2211	1232	620	530	823	785	654			
	PERCENT		19	3		56	28	24	37	36	30	28	7	1442
REGION 11	NUMBER	872	267	46	867	564	319	302	410	363	355			
	PERCENT		31	5		65	37	35	47	42	41	40	13	1474
REGION 12	NUMBER	103	30	4	103	67	39	26	45	40	33			
	PERCENT		29	4		65	38	25	44	39	32	31	9	1462
REGION 13	NUMBER	563	137	17	551	328	177	158	245	211	199			
	PERCENT		24	3		60	32	29	44	38	36	33	10	1459
REGION 15	NUMBER	10	4	1	10	9	5	2	7	6	6			
	PERCENT		40	10		90	50	20	70	60	60	50	10	1523
REGION 16	NUMBER	82	28	0	81	57	46	22	45	39	40			
	PERCENT		34	0		70	57	27	56	48	49	48	5	1490
REGION 17	NUMBER	23	7	0	23	13	8	8	10	9	7			
	PERCENT		30	0		57	35	35	43	39	30	39	0	1459
REGION 18	NUMBER	243	50	6	237	111	59	50	94	77	69			
	PERCENT		21	2		47	25	21	40	32	29	25	6	1437
REGION 19	NUMBER	3178	1268	217	3163	2362	1411	1109	1564	1652	1469			
	PERCENT		40	7		75	45	35	49	52	46	47	16	1495

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03-SPANISH
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery								
REGION 20	NUMBER	698	163	22	687	364	210	165	240	244	219	30	8	1438
	PERCENT		23	3		53	31	24	35	36	32			
STATEWIDE	NUMBER	18155	6537	1322	18000	12437	7657	6249	8764	8264	7948	44	15	1486
	PERCENT		36	7		69	43	35	49	46	44			

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

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STATEWIDE

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REGION		ALL TESTS TAKEN (R, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, M): MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, M): MASTERING ALL OBJECTIVES	MATEMÁTICAS (MATHEMATICS): NUMBER OF STUDENTS TESTED	CONCEPTOS 1: CONCEPTOS NUMERICOS	CONCEPTOS 2: RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	CONCEPTOS 3: PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS 4: CONCEPTOS DE MEDIDA	CONCEPTOS 5: PROBABILIDAD Y ESTADISTICA	OPERACIONES 6: USO DE LA SUMA PARA RESOLVER PROBLEMAS	OPERACIONES 7: USO DE LA RESTA PARA RESOLVER PROBLEMAS	OPERACIONES 8/9: USO DE LA MULTIPLICACION/ DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS 10/13: RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES EVALUACION DE LO RAZONABLE	RESOLUCION DE PROBLEMAS 11: USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS 12: RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery													
REGION 01	NUMBER	3416	1231	254	3377	2308	2445	2521	2454	2576	2725	1555	2388	1387	1491	2081			
	PERCENT		36	7		68	72	75	73	76	81	46	71	41	44	62	52	16	1515
REGION 02	NUMBER	32	6	0	31	13	19	17	17	23	22	13	18	15	13	15			
	PERCENT		19	0		42	61	55	55	74	71	42	58	48	42	48	35	10	1463
REGION 03	NUMBER	5	4	1	5	3	3	4	4	3	4	4	4	2	2	3			
	PERCENT		80	20		60	60	80	80	60	80	80	80	40	40	60	80	20	1554
REGION 04	NUMBER	6188	2753	674	6131	4423	4654	4887	4832	4908	5117	3254	4546	2794	3228	4112			
	PERCENT		44	11		72	76	80	79	80	83	53	74	46	53	67	60	21	1538
REGION 05	NUMBER	4	---	---	4	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	----
REGION 06	NUMBER	241	51	5	234	132	140	167	133	154	181	85	136	83	89	124			
	PERCENT		21	2		56	60	71	57	66	77	36	58	35	38	53	39	7	1474
REGION 07	NUMBER	226	94	15	221	160	142	168	146	169	182	99	168	98	120	143			
	PERCENT		42	7		72	64	76	66	76	82	45	76	44	54	65	54	19	1520
REGION 08	NUMBER	44	10	1	44	31	33	31	37	29	35	24	29	18	21	29			
	PERCENT		23	2		70	75	70	84	66	80	55	66	41	48	66	50	14	1509
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	----
REGION 10	NUMBER	2225	433	59	2182	1116	1217	1264	1264	1297	1526	693	1140	639	741	1004			
	PERCENT		19	3		51	56	58	58	59	70	32	52	29	34	46	33	7	1455
REGION 11	NUMBER	872	267	46	868	522	560	615	568	631	678	366	557	328	410	520			
	PERCENT		31	5		60	65	71	65	73	78	42	64	38	47	60	49	13	1502
REGION 12	NUMBER	103	30	4	103	63	49	66	67	60	63	45	66	37	50	58			
	PERCENT		29	4		61	48	64	65	58	61	44	64	36	49	56	45	13	1478
REGION 13	NUMBER	563	137	17	550	310	323	355	344	375	416	224	375	175	198	306			
	PERCENT		24	3		56	59	65	63	68	76	41	68	32	36	56	40	8	1475
REGION 15	NUMBER	10	4	1	8	5	7	6	7	5	7	7	7	6	5	7			
	PERCENT		40	10		63	88	75	88	63	88	88	88	75	63	88	63	38	1586
REGION 16	NUMBER	82	28	0	82	50	57	54	54	59	67	39	55	27	44	52			
	PERCENT		34	0		61	70	66	66	72	82	48	67	33	54	63	50	13	1506
REGION 17	NUMBER	23	7	0	23	19	16	18	16	17	21	12	13	8	8	14			
	PERCENT		30	0		83	70	78	70	74	91	52	57	35	35	61	39	17	1497
REGION 18	NUMBER	243	50	6	233	132	149	150	148	147	184	109	125	79	96	130			
	PERCENT		21	2		57	64	64	64	63	79	47	54	34	41	56	44	9	1482
REGION 19	NUMBER	3178	1268	217	3165	2188	2308	2322	2327	2466	2596	1617	2215	1347	1605	2022			
	PERCENT		40	7		69	73	73	74	78	82	51	70	43	51	64	56	17	1521

02

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 03-SPANISH
STATEWIDE
REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)													
					CONCEPTOS					OPERACIONES			RESOLUCIÓN DE PROBLEMAS					
					1	2	3	4	5	6	7	8/9	10/13	11	12			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMERICOS	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACION/ DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
					Number and Percent of Students Demonstrating Objective Mastery													
REGION 20	NUMBER	698	163	22	671	338	424	433	426	429	516	255	394	207	219	317			
	PERCENT		23	3		50	63	65	63	64	77	38	59	31	33	47	38	8	1465
STATEWIDE	NUMBER	18155	6537	1322	17934	1816	12550	13080	12847	13351	14345	8402	12238	7254	8344	10940			
	PERCENT		36	7		66	70	73	72	74	80	47	68	40	47	61	52	16	1511

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
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GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA 1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA PROPAGANDA Y HECHOS/NO HECHOS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery								
REGION 01	NUMBER	2158	652	68	2133	1083	1082	362	845	533	772	36	7	1456
	PERCENT		30	3		51	51	17	40	25	36			
REGION 02	NUMBER	36	10	2	33	17	18	8	16	9	12	39	9	1452
	PERCENT		28	6		52	55	24	48	27	36			
REGION 03	NUMBER	13	2	0	13	5	7	1	3	2	8	23	0	1458
	PERCENT		15	0		38	54	8	23	15	62			
REGION 04	NUMBER	3798	1232	87	3748	1939	2034	725	1607	1098	1439	40	6	1470
	PERCENT		32	2		52	54	19	43	29	38			
REGION 05	NUMBER	19	1	0	19	6	9	3	9	5	6	37	11	1435
	PERCENT		5	0		32	47	16	47	26	32			
REGION 06	NUMBER	181	32	0	178	84	79	17	58	42	52	28	2	1440
	PERCENT		18	0		47	44	10	33	24	29			
REGION 07	NUMBER	157	22	2	156	43	59	8	38	21	42	20	2	1411
	PERCENT		14	1		28	38	5	24	13	27			
REGION 08	NUMBER	39	13	0	39	17	25	7	23	11	16	41	3	1478
	PERCENT		33	0		44	64	18	59	28	41			
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---	---	---	----
	PERCENT		---	---		---	---	---	---	---	---			
REGION 10	NUMBER	1549	278	13	1538	648	631	172	495	300	456	27	3	1431
	PERCENT		18	1		42	41	11	32	20	30			
REGION 11	NUMBER	499	93	6	497	196	206	69	168	96	158	27	4	1434
	PERCENT		19	1		39	41	14	34	19	32			
REGION 12	NUMBER	83	17	1	82	26	33	8	22	14	23	24	2	1419
	PERCENT		20	1		32	40	10	27	17	28			
REGION 13	NUMBER	331	68	2	321	149	127	40	114	51	87	26	2	1427
	PERCENT		21	1		46	40	12	36	16	27			
REGION 14	NUMBER	1	---	---	1	---	---	---	---	---	---	---	---	----
	PERCENT		---	---		---	---	---	---	---	---			
REGION 15	NUMBER	15	1	0	15	8	6	4	6	5	5	33	13	1453
	PERCENT		7	0		53	40	27	40	33	33			
REGION 16	NUMBER	64	16	1	64	24	29	8	23	15	20	34	5	1440
	PERCENT		25	2		38	45	13	36	23	31			
REGION 17	NUMBER	14	7	0	14	7	8	3	6	4	4	50	7	1471
	PERCENT		50	0		50	57	21	43	29	29			
REGION 18	NUMBER	145	31	3	142	58	59	14	37	24	42	23	4	1421
	PERCENT		21	2		41	42	10	26	17	30			

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
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STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)										
						COMPRENSION DE LECTURA									
						1	2	3	4	5	6				
REGION		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS		PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery									
REGION 19	NUMBER	2417	877	87	2402	1345	1295	500	1082	747	987				
	PERCENT		36	4		56	54	21	45	31	41		43	8	1476
REGION 20	NUMBER	397	104	9	395	179	180	63	157	103	154				
	PERCENT		26	2		45	46	16	40	26	39		37	7	1447
STATEWIDE	NUMBER	11918	3456	281	11792	5834	5887	2012	4709	3080	4283				
	PERCENT		29	2		49	50	17	40	26	36		36	6	1458

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)	CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMERICOS	2 RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMETRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADISTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8 USO DE LA MULTIPLICACION PARA RESOLVER PROBLEMAS	9 USO DE LA DIVISION PARA RESOLVER PROBLEMAS	10/13 RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery														
REGION 01	NUMBER	2158	652	68	2115	1314	1390	1635	1420	1671	1622	998	942	1129	598	857	814			
	PERCENT		30	3		62	66	77	67	79	77	47	45	53	28	41	38	49	10	1499
REGION 02	NUMBER	36	10	2	34	16	17	19	22	24	25	16	19	20	7	11	13			
	PERCENT		28	6		47	50	56	65	71	74	47	56	59	21	32	38	41	9	1478
REGION 03	NUMBER	13	2	0	13	9	6	11	12	12	13	8	6	10	7	5	5			
	PERCENT		15	0		69	46	85	92	92	100	62	46	77	54	38	38	62	8	1515
REGION 04	NUMBER	3798	1232	87	3761	2506	2508	2866	2467	2884	2879	1801	1758	2150	1131	1722	1603			
	PERCENT		32	2		67	67	76	66	77	77	48	47	57	30	46	43	52	11	1505
REGION 05	NUMBER	19	1	0	19	8	2	2	5	11	9	1	3	3	1	8	2			
	PERCENT		5	0		42	11	11	26	58	47	5	16	16	5	42	11	5	0	1369
REGION 06	NUMBER	181	32	0	177	91	97	107	90	116	119	71	56	74	20	47	52			
	PERCENT		18	0		51	55	60	51	66	67	40	32	42	11	27	29	31	2	1446
REGION 07	NUMBER	157	22	2	156	70	73	102	81	93	106	63	55	78	33	45	42			
	PERCENT		14	1		45	47	65	52	60	68	40	35	50	21	29	27	32	6	1456
REGION 08	NUMBER	39	13	0	37	25	28	28	23	34	32	22	15	24	10	17	15			
	PERCENT		33	0		68	76	76	62	92	86	59	41	65	27	46	41	57	8	1514
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	----
REGION 10	NUMBER	1549	278	13	1528	817	803	900	785	989	957	513	462	691	205	463	429			
	PERCENT		18	1		53	53	59	51	65	63	34	30	45	13	30	28	30	3	1444
REGION 11	NUMBER	499	93	6	488	255	224	300	259	327	334	160	133	195	77	174	141			
	PERCENT		19	1		52	46	61	53	67	68	33	27	40	16	36	29	33	5	1447
REGION 12	NUMBER	83	17	1	83	39	40	58	44	54	58	24	25	35	13	24	26			
	PERCENT		20	1		47	48	70	53	65	70	29	30	42	16	29	31	33	5	1440
REGION 13	NUMBER	331	68	2	324	164	168	210	190	225	222	118	114	141	66	107	107			
	PERCENT		21	1		51	52	65	59	69	69	36	35	44	20	33	33	35	6	1459
REGION 14	NUMBER	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	----
REGION 15	NUMBER	15	1	0	15	4	7	4	9	6	11	5	2	7	0	1	4			
	PERCENT		7	0		27	47	27	60	40	73	33	13	47	0	7	27	7	0	1407
REGION 16	NUMBER	64	16	1	63	35	34	37	37	46	50	30	29	38	11	24	20			
	PERCENT		25	2		56	54	59	59	73	79	48	46	60	17	38	32	37	6	1473
REGION 17	NUMBER	14	7	0	14	9	11	10	11	11	13	10	7	12	4	8	7			
	PERCENT		50	0		64	79	71	79	79	93	71	50	86	29	57	50	64	14	1543
REGION 18	NUMBER	145	31	3	137	64	77	85	77	83	92	61	45	63	22	45	43			
	PERCENT		21	2		47	56	62	56	61	67	45	33	46	16	33	31	39	6	1460

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE AUGUST 1997
DATE OF TESTING SPRING 1997
GRADE 04-SPANISH
STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)															
						CONCEPTOS					OPERACIONES				RESOLUCION DE PROBLEMAS					
						1	2	3	4	5	6	7	8	9	10/13	11	12			
REGION		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMERICOS	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACION PARA RESOLVER PROBLEMAS	USO DE LA DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery														
REGION 19	NUMBER	2417	877	87	2404	1617	1744	1871	1705	1964	1874	1323	1259	1471	817	1122	1093	57	13	1520
	PERCENT		36	4		67	73	78	71	82	78	55	52	61	34	47	45			
REGION 20	NUMBER	397	104	9	396	192	214	256	231	270	281	150	151	182	83	118	134	37	6	1464
	PERCENT		26	2		48	54	64	58	68	71	38	38	46	21	30	34			
STATEWIDE	NUMBER	11918	3456	281	11767	7236	7443	8500	7469	8822	8699	5375	5081	6323	3105	4799	4550	47	9	1491
	PERCENT		29	2		61	63	72	63	75	74	46	43	54	26	41	39			

ALGEBRA I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997

DATE OF TESTING: SPRING 1997

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			ALGEBRA I											
			GRAPHING			EQUATIONS AND INEQUALITIES			PROBLEM SOLVING					
			1	2	3	4	5	6	8	9	10			
REGION		NUMBER OF STUDENTS TESTED	CHARACTERISTICS OF GRAPHING	APPLICATIONS OF GRAPHING	EQUATIONS OF LINES	LINEAR EQUATIONS/INEQUALITIES	QUADRATIC EQUATIONS	POLYNOMIALS	EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	ONE OR TWO-VARIABLE SITUATIONS	PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 01	NUMBER	16277	7694	5135	4817	4155	5920	8495	5486	3970	7049			
	PERCENT		47	32	30	26	36	52	34	24	43	23	6	1417
REGION 02	NUMBER	7055	3407	2094	2057	2267	2683	3459	2857	2094	3742			
	PERCENT		48	30	29	32	38	49	40	30	53	28	9	1430
REGION 03	NUMBER	4154	2096	1350	1297	1361	1703	2329	1858	1471	2320			
	PERCENT		50	32	31	33	41	56	45	35	56	32	10	1444
REGION 04	NUMBER	45567	27311	19344	18052	18052	22744	28343	23171	18977	26929			
	PERCENT		60	42	40	40	50	62	51	42	59	41	15	1474
REGION 05	NUMBER	5338	2680	1730	1615	1751	2181	2747	2211	1780	2892			
	PERCENT		50	32	30	33	41	51	41	33	54	29	8	1437
REGION 06	NUMBER	8197	4608	2945	2928	3059	3779	4688	3979	3213	4970			
	PERCENT		56	36	36	37	46	57	49	39	61	36	11	1460
REGION 07	NUMBER	10165	5374	3669	3528	3626	4365	5514	4435	3772	5673			
	PERCENT		53	36	35	36	43	54	44	37	56	34	11	1450
REGION 08	NUMBER	3891	2059	1303	1307	1377	1797	2195	1774	1487	2284			
	PERCENT		53	33	34	35	46	56	46	38	59	34	9	1453
REGION 09	NUMBER	2891	1866	1282	1283	1281	1565	1875	1632	1420	1998			
	PERCENT		65	44	44	44	54	65	56	49	69	46	16	1493
REGION 10	NUMBER	36654	18419	12824	12223	13137	16256	20067	16599	13100	19709			
	PERCENT		50	35	33	36	44	55	45	36	54	34	12	1447
REGION 11	NUMBER	22618	13368	9095	8827	8982	11080	13429	11525	9906	13976			
	PERCENT		59	40	39	40	49	59	51	44	62	40	14	1472
REGION 12	NUMBER	7577	4215	2728	2675	2820	3479	4245	3612	3001	4482			
	PERCENT		56	36	35	37	46	56	48	40	59	35	10	1458
REGION 13	NUMBER	14927	9356	6583	6229	6381	7557	9654	8017	6991	9641			
	PERCENT		63	44	42	43	51	65	54	47	65	44	16	1486
REGION 14	NUMBER	3189	1859	1262	1160	1226	1545	1888	1625	1344	2030			
	PERCENT		58	40	36	38	48	59	51	42	64	38	12	1471
REGION 15	NUMBER	3369	1788	1186	1211	1212	1423	1929	1556	1310	1878			
	PERCENT		53	35	36	36	42	57	46	39	56	35	10	1452
REGION 16	NUMBER	5483	3150	2082	2095	2045	2542	3228	2638	2210	3257			
	PERCENT		57	38	38	37	46	59	48	40	59	37	11	1464
REGION 17	NUMBER	5620	2950	1831	1927	1993	2546	3289	2683	2021	3170			
	PERCENT		52	33	34	35	45	59	48	36	56	32	9	1451
REGION 18	NUMBER	5917	2801	1952	1907	1999	2467	3111	2565	2029	3157			
	PERCENT		47	33	32	34	42	53	43	34	53	30	10	1441

ALGEBRA *I* TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997

DATE OF TESTING: SPRING 1997

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		NUMBER OF STUDENTS TESTED	ALGEBRA I: GRAPHING 1 CHARACTERISTICS OF GRAPHING	GRAPHING 2 APPLICATIONS OF GRAPHING	GRAPHING 3 EQUATIONS OF LINES	EQUATIONS AND INEQUALITIES 4 LINEAR EQUATIONS/INEQUALITIES	EQUATIONS AND INEQUALITIES 5 QUADRATIC EQUATIONS	EQUATIONS AND INEQUALITIES 6 POLYNOMIALS	PROBLEM SOLVING 8 EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	PROBLEM SOLVING 9 ONE OR TWO-VARIABLE SITUATIONS	PROBLEM SOLVING 10 PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 19	NUMBER	9583	4012	2453	2345	2645	3505	4770	3212	2370	4198			
	PERCENT		42	26	24	28	37	50	34	25	44	21	6	1412
REGION 20	NUMBER	19043	9836	6228	5837	6122	7688	9823	7535	6048	9760			
	PERCENT		52	33	31	32	40	52	40	32	51	29	9	1435
STATEWIDE	NUMBER	237515	128849	87076	83320	85491	106825	135078	108970	88514	133107			
	PERCENT		54	37	35	36	45	57	46	37	56	35	12	1454

BIOLOGY I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997

DATE OF TESTING: SPRING 1997

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		NUMBER OF STUDENTS TESTED	BIOLOGY I UNDERSTANDING CONCEPTS			INTEGRATING CONCEPTS WITH PROCESS SKILLS						PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			1	2	3	4	5	6	7	8	9			
			HEREDITY AND BIOLOGICAL CHANGE OVER TIME	PATTERNS OF LIVING SYSTEMS	ECOLOGY	APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT	ACQUIRE AND ORGANIZE SCIENTIFIC DATA	INTERPRET AND COMMUNICATE SCIENTIFIC DATA	MAKE INFERENCES, PREDICTIONS AND GENERALIZATIONS	DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS	APPLY SCIENCE TO DAILY LIFE			
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 01	NUMBER	11517	5115	3964	6383	5870	8421	9722	9019	7255	6553			
	PERCENT		44	34	55	51	73	84	78	63	57	62	11	1562
REGION 02	NUMBER	6507	3727	2914	4185	3966	5159	5822	5738	4850	4504			
	PERCENT		57	45	64	61	79	89	88	75	69	75	19	1638
REGION 03	NUMBER	3467	2143	1763	2461	2407	2852	3112	3088	2671	2442			
	PERCENT		62	51	71	69	82	90	89	77	70	80	25	1672
REGION 04	NUMBER	41582	24930	20691	27430	26752	33401	37328	36554	31878	29495			
	PERCENT		60	50	66	64	80	90	88	77	71	77	25	1662
REGION 05	NUMBER	4751	2789	2325	3087	3077	3806	4265	4214	3709	3449			
	PERCENT		59	49	65	65	80	90	89	78	73	79	21	1652
REGION 06	NUMBER	6506	4303	3658	4819	4658	5522	5996	5948	5309	4935			
	PERCENT		66	56	74	72	85	92	91	82	76	85	29	1702
REGION 07	NUMBER	8499	5156	4517	5755	5405	6983	7679	7577	6687	6114			
	PERCENT		61	53	68	64	82	90	89	79	72	79	24	1667
REGION 08	NUMBER	3283	2089	1889	2353	2217	2804	3040	3021	2682	2523			
	PERCENT		64	58	72	68	85	93	92	82	77	84	26	1692
REGION 09	NUMBER	2448	1656	1437	1862	1737	2125	2314	2300	2050	1975			
	PERCENT		68	59	76	71	87	95	94	84	81	88	28	1712
REGION 10	NUMBER	31406	18683	16222	21391	20093	25266	28426	27794	24236	22762			
	PERCENT		59	52	68	64	80	91	88	77	72	78	25	1667
REGION 11	NUMBER	18443	11827	10407	13140	12687	15535	17004	16812	15228	13861			
	PERCENT		64	56	71	69	84	92	91	83	75	83	28	1694
REGION 12	NUMBER	5923	3844	3131	4222	3844	4982	5439	5413	4841	4449			
	PERCENT		65	53	71	65	84	92	91	82	75	83	24	1680
REGION 13	NUMBER	13055	8810	7470	9282	9127	10865	11893	11752	10630	9839			
	PERCENT		67	57	71	70	83	91	90	81	75	82	30	1702
REGION 14	NUMBER	3030	1960	1745	2149	2056	2538	2798	2755	2511	2310			
	PERCENT		65	58	71	68	84	92	91	83	76	83	28	1691
REGION 15	NUMBER	2923	1870	1584	1994	1825	2434	2644	2597	2333	2133			
	PERCENT		64	54	68	62	83	90	89	80	73	81	24	1666
REGION 16	NUMBER	4631	2947	2709	3281	3254	3966	4302	4257	3778	3523			
	PERCENT		64	58	71	70	86	93	92	82	76	85	28	1695
REGION 17	NUMBER	4887	2872	2511	3125	3234	3999	4424	4368	3851	3470			
	PERCENT		59	51	64	66	82	91	89	79	71	79	22	1661
REGION 18	NUMBER	4803	2939	2594	3273	3064	4001	4344	4357	3819	3448			
	PERCENT		61	54	68	64	83	90	91	80	72	81	24	1671

BIOLOGY *I* TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997

DATE OF TESTING: SPRING 1997

STATEWIDE

REGION

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REGION		NUMBER OF STUDENTS TESTED	BIOLOGY I: UNDERSTANDING CONCEPTS 1 HEREDITY AND BIOLOGICAL CHANGE OVER TIME	2 PATTERNS OF LIVING SYSTEMS	3 ECOLOGY	INTEGRATING CONCEPTS WITH PROCESS SKILLS 4 APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT	5 ACQUIRE AND ORGANIZE SCIENTIFIC DATA	6 INTERPRET AND COMMUNICATE SCIENTIFIC DATA	7 MAKE INFERENCES, PREDICTIONS AND GENERALIZATIONS	8 DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS	9 APPLY SCIENCE TO DAILY LIFE	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 19	NUMBER	8603	3956	3175	4880	4962	6408	7406	7118	5784	5163			
	PERCENT		46	37	57	58	74	86	83	67	60	65	13	1582
REGION 20	NUMBER	15756	8798	7268	9917	9610	12116	13768	13580	11730	10655			
	PERCENT		56	46	63	61	77	87	86	74	68	74	21	1633
STATEWIDE	NUMBER	202020	120414	101974	134989	129845	163183	181726	178262	155832	143603			
	PERCENT		60	50	67	64	81	90	88	77	71	78	24	1661

SECTION VII

A Study of the Correlation of Course Grades with Student Performance on the Grade 8 TAAS Social Studies Test

322

A Study of the Correlation of Course Grades With Student Performance on the Grade 8 TAAS Social Studies Test

Texas Education Code Section 39.182(a)(4) mandates biennial studies to evaluate the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between a student's classroom performance and his/her scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compares specific end-of-year social studies course grades of eighth-grade students with their pass/fail rates on the TAAS Grade 8 social studies test. Only students enrolled in the course described as "social studies, Grade 8" in the state-mandated curriculum were considered in this study. Passing the Grade 8 TAAS social studies test is defined as attaining a scale score of at least 1500. One large urban district, one small urban district, one rural district, and two large suburban districts, each representing a different region of the state, volunteered to participate in this study. District assistance with this study was critical since data representing specific final grades for Grade 8 social studies are not available through the Public Education Information Management System (PEIMS). All five districts used a numeric grading scale. For this study the numerical grades were transformed into letter grades using the following scale:

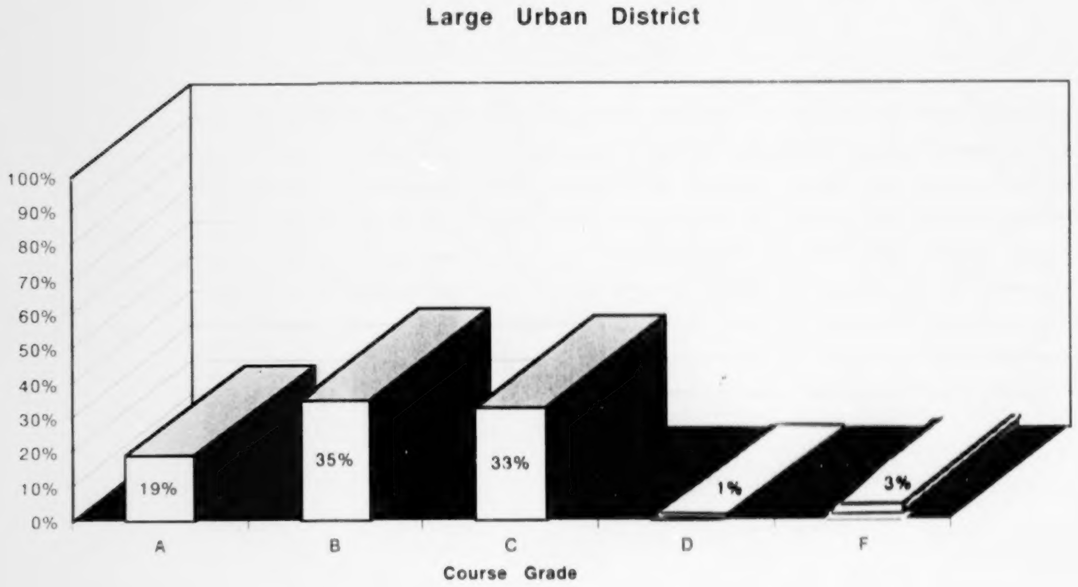
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = below 60

Each district provided the Student Assessment Division with data for the TAAS social studies test administered in May 1997 and for the social studies course completed in May 1997. The purpose of this case study is to examine the relationship between pass/fail rates of eighth graders on TAAS social studies and the specific letter grades issued to those same students at the end of their social studies course. This study is not intended to represent statewide patterns.

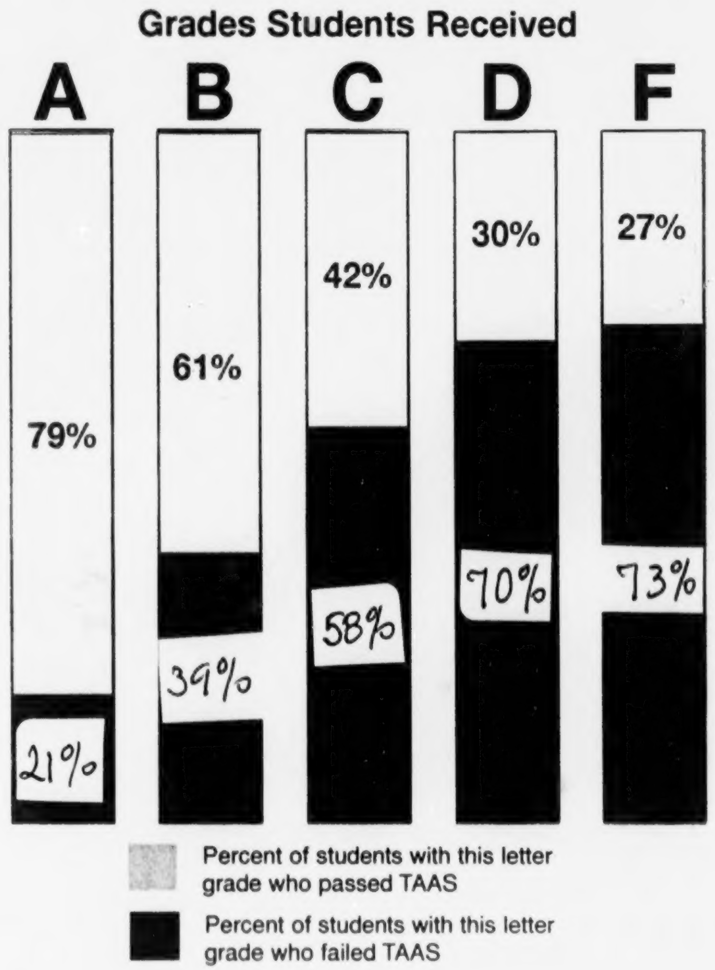
LARGE URBAN DISTRICT

This large urban district administered the May 1997 TAAS Grade 8 social studies test to more than 10,400 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. Fifty-two percent of these students were Hispanic, 32 percent were African American, 11 percent were white, and 3 percent were Asian. In addition, more than 51 percent were classified as economically disadvantaged, and 45 percent were identified as at risk of dropping out of school.

The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:



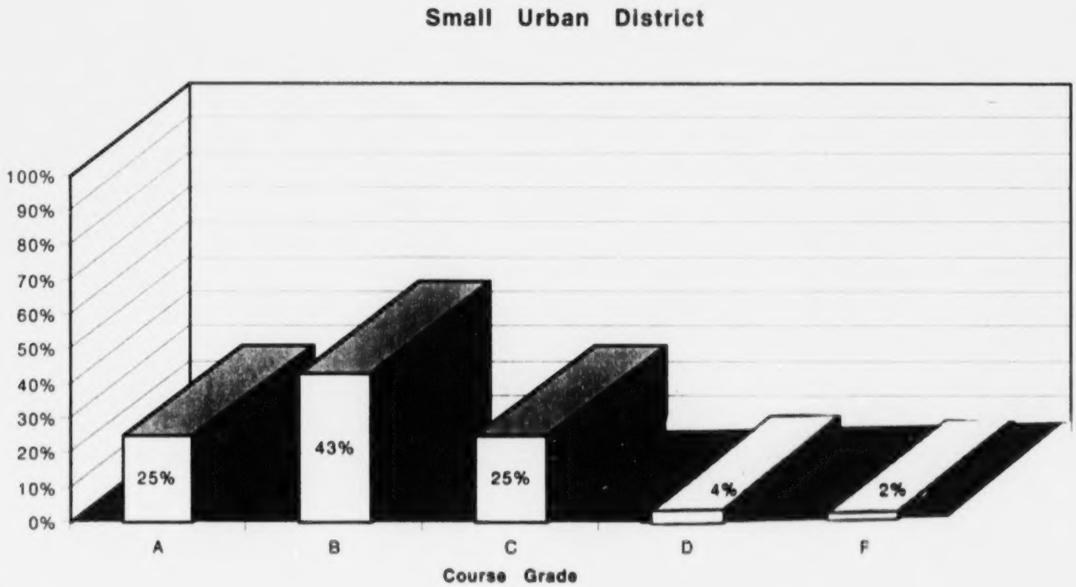
As reflected in the following graph, the higher the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she passed the TAAS social studies test. For example, students who received a final grade of A or B passed at rates of 79 and 61 percent, respectively. Similarly the lower the letter grade, the more likely it was that a student failed the test: 27 percent of students who received an F in Grade 8 social studies passed the TAAS social studies test, and 30 percent who received a D passed the test.



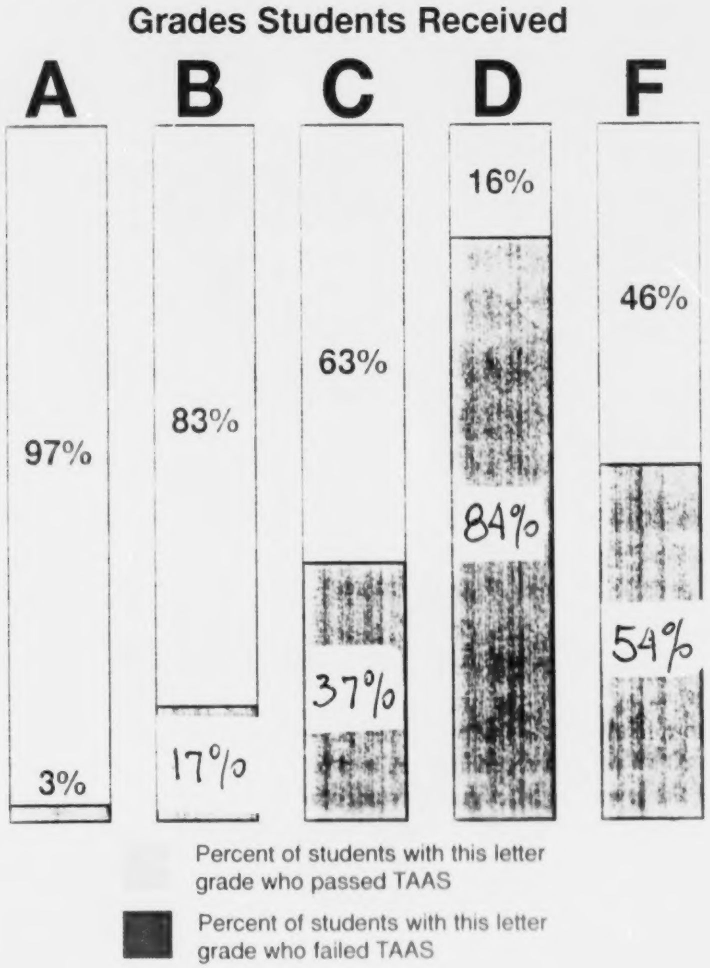
SMALL URBAN DISTRICT

This district administered the May 1997 TAAS Grade 8 social studies test to approximately 750 students who were also enrolled in the Grade 8 social studies course during the 1996-1997 school year. Approximately 64 percent of these students were white, 16 percent were Hispanic, 15 percent were African American, and almost 3 percent were Asian. In addition, more than 39 percent of these students were classified as economically disadvantaged and 33 percent were at risk of dropping out of school.

The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:



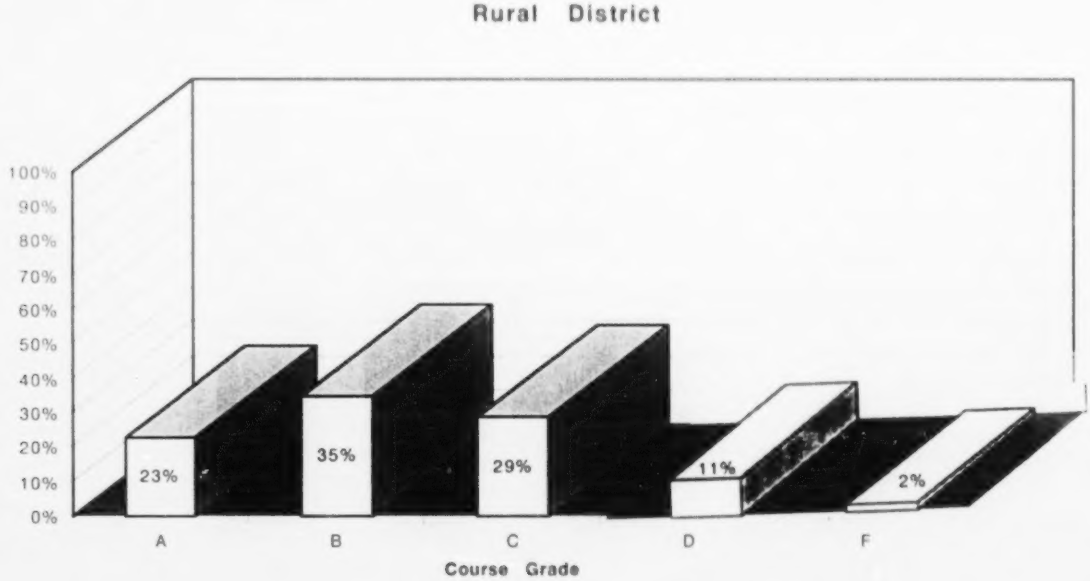
As reflected in the following graph, the higher the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she passed the TAAS social studies test: 97 percent of students receiving an A, 83 percent receiving a B, and 63 percent receiving a C passed the TAAS social studies test. Likewise, the lower the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she failed the TAAS social studies test. For example, 75 percent of those students who received a D or F failed the TAAS social studies test.



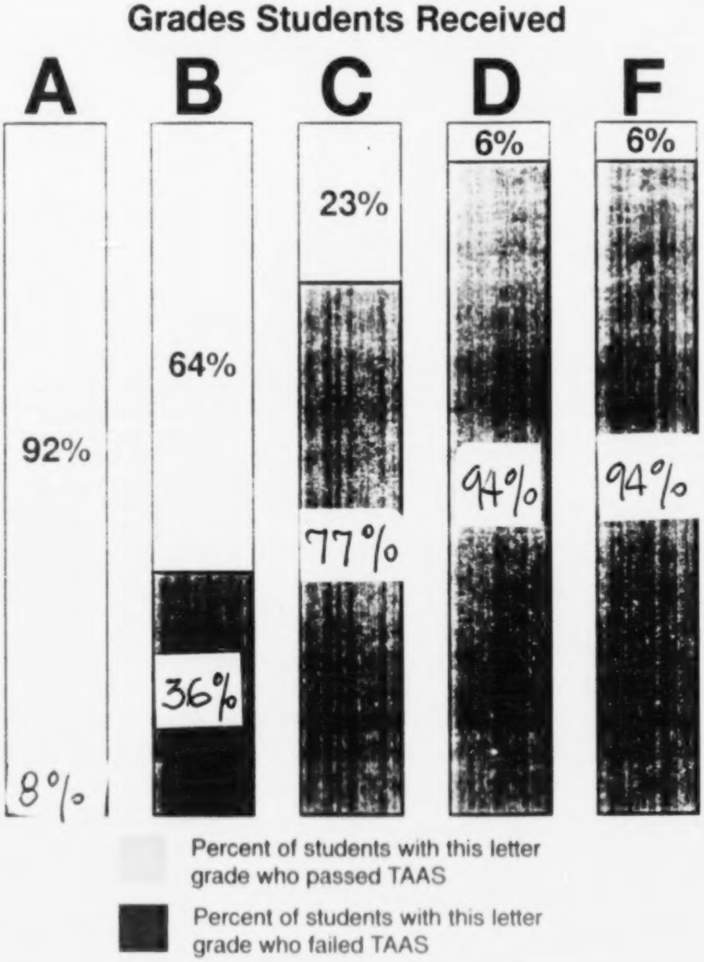
RURAL DISTRICT

This district administered the May 1997 TAAS Grade 8 social studies test to over 700 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 96 percent of these students were Hispanic, and 3 percent were white. Also, 87 percent of the students were classified as economically disadvantaged, and 41 percent were identified as at risk of dropping out of school.

The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:



As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 23 percent who earned a C passed the test, 64 percent who earned a B passed the test, and 92 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test: only 6 percent of students who received an F or a D for the Grade 8 social studies course passed the Grade 8 TAAS social studies test.

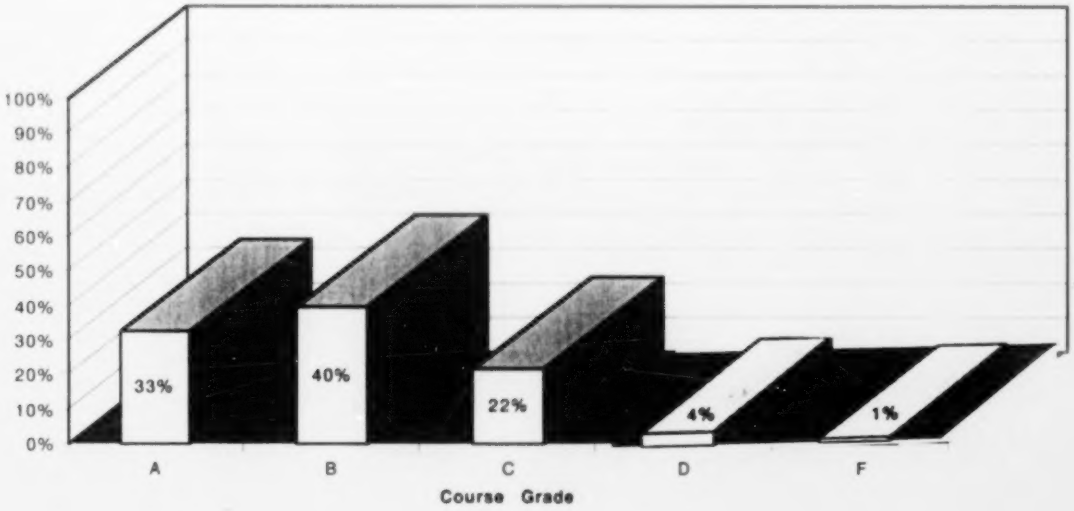


LARGE SUBURBAN DISTRICT I

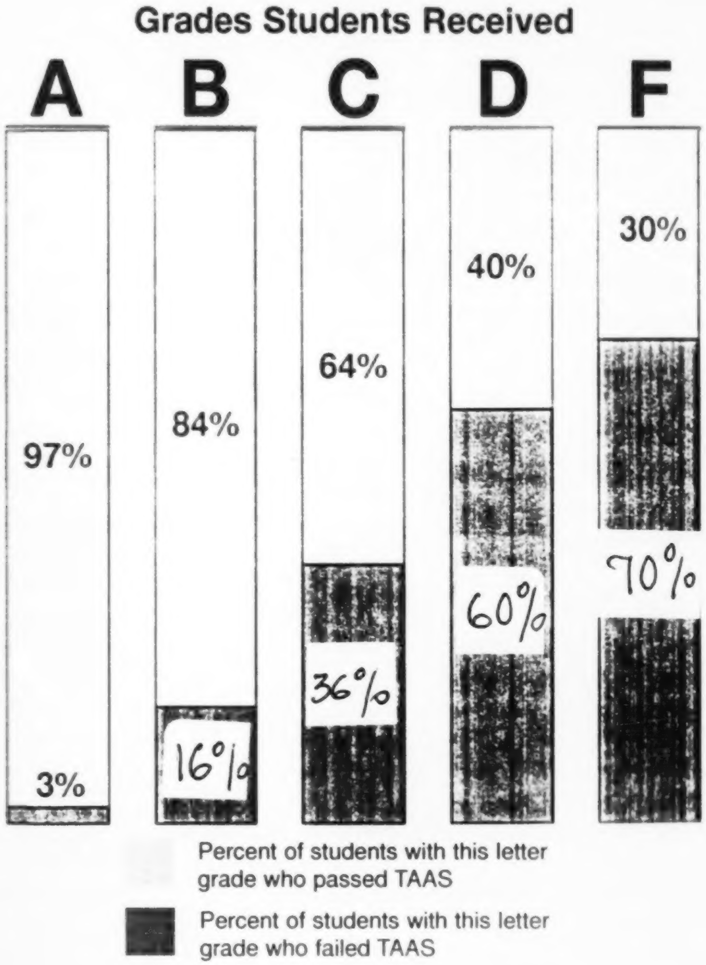
This large suburban district administered the May 1997 TAAS Grade 8 social studies test to more than 3200 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 65 percent of these students were white, 16 percent were Hispanic, 9 percent were African American, and 8 percent were Asian. In addition, more than 14 percent of the students were classified as economically disadvantaged, and 19 percent were identified as at risk of dropping out of school.

The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Large Suburban District I



As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 64 percent who earned a C passed the test, 84 percent who earned a B passed the test, and 97 percent who earned an A passed the test. Students whose performance in the social studies course earned a D or F were less likely to pass the TAAS social studies test; thirty percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 40 percent of students receiving a D in the course passed the test.

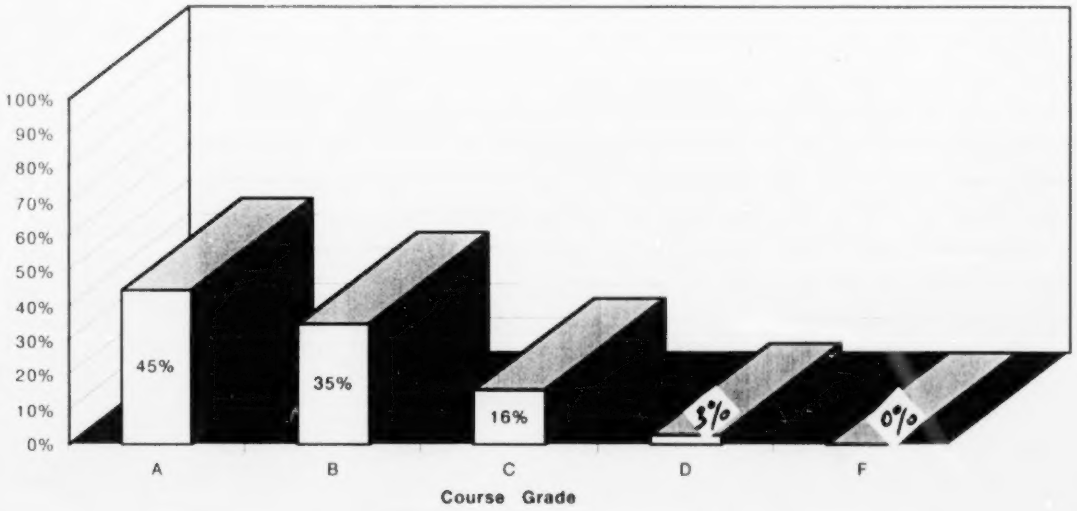


LARGE SUBURBAN DISTRICT II

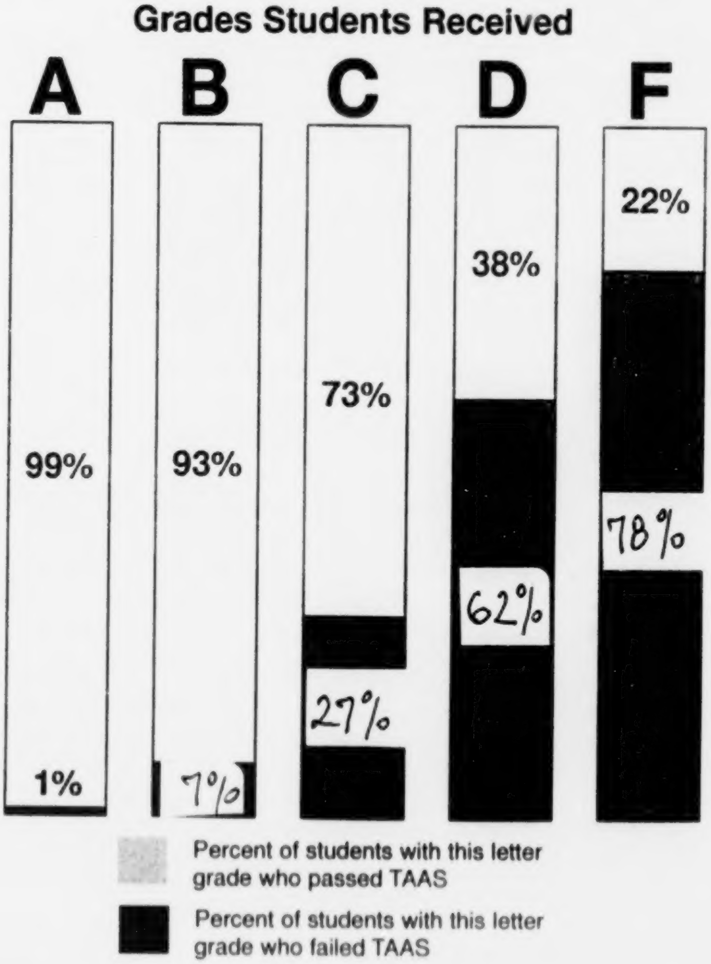
This large suburban district administered the May 1997 TAAS Grade 8 social studies test to nearly 3000 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 77 percent of these students were white, 11 percent were Asian, 6 percent were Hispanic, and 6 percent were African American. More than 6 percent of the students were classified as economically disadvantaged, and 10 percent were identified as at risk of dropping out of school.

The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Large Suburban District II



As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 73 percent who earned a C passed the test, 93 percent who earned a B passed the test, and 99 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test. For example, 22 percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 38 percent of students receiving a D in the course passed the test.


Grades Students Received
A
B
C
D
F
99%
1%
93%
7%
73%
27%
38%
62%
22%
78%
Percent of students with this letter grade who passed TAAS
Percent of students with this letter grade who failed TAAS

APPENDICES

Appendix A

Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 through 8 and Exit Level

LANGUAGE ARTS

DOMAIN: Reading Comprehension

Objective 1: The student will determine the meaning of words in a variety of written texts.

Objective 2: The student will identify supporting ideas in a variety of written texts.

Objective 3: The student will summarize a variety of written texts.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

DOMAIN: Written Communication

Objective 1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

Objective 2: The student will organize ideas in a written composition on a given topic.

Objective 3: The student will demonstrate control of the English language in a written composition on a given topic.

Objective 4: The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.

Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.

Objective 6: The student will recognize appropriate English usage within the context of a written passage.

Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 through 8 and Exit Level

MATHEMATICS

DOMAIN: Concepts

Objective 1: The student will demonstrate an understanding of number concepts.

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

Objective 5: The student will demonstrate an understanding of probability and statistics.

DOMAIN: Operations

Objective 6: The student will use the operation of addition to solve problems.

Objective 7: The student will use the operation of subtraction to solve problems.

Objective 8: The student will use the operation of multiplication to solve problems.

Objective 9: The student will use the operation of division to solve problems.

DOMAIN: Problem Solving

Objective 10: The student will estimate solutions to a problem situation.

Objective 11: The student will determine solution strategies and will analyze or solve problems.

Objective 12: The student will express or solve problems using mathematical representation.

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

Texas Assessment of Academic Skills
Instructional Objectives
Grade 8

SCIENCE

DOMAIN: Acquiring and Classifying Scientific Data and Information

Objective 1: The student will demonstrate the ability to acquire scientific data and/or information.

Objective 2: The student will demonstrate the ability to sequence, order, and/or classify scientific data and/or information.

DOMAIN: Communicating and Interpreting Scientific Data and Information

Objective 3: The student will demonstrate the ability to communicate scientific data and/or information.

Objective 4: The student will demonstrate the ability to interpret scientific data and/or information.

Objective 5: The student will demonstrate the ability to make inferences, form generalized statements, and/or make predictions using scientific data and/or information.

DOMAIN: Solving Problems—Investigating

Objective 6: The student will demonstrate the ability to identify a problem, formulate a hypothesis, and design and conduct a scientific investigation.

Objective 7: The student will demonstrate the ability to draw conclusions about the process(es) and/or outcome(s) of a scientific investigation.

DOMAIN: Solving Problems—Applying Knowledge

Objective 8: The student will demonstrate the ability to relate and/or apply scientific and technological information to daily life.

Texas Assessment of Academic Skills
Instructional Objectives
Grade 8

SOCIAL STUDIES

DOMAIN: Understanding Social Studies Concepts and Information

Objective 1: The student will demonstrate an understanding of civic values and the rights and responsibilities of American citizenship.

Objective 2: The student will demonstrate an understanding of the American and other economic systems.

Objective 3: The student will demonstrate an understanding of the American and other political systems.

Objective 4: The student will demonstrate an understanding of geographical concepts and information.

Objective 5: The student will demonstrate an understanding of historical concepts and information.

Objective 6: The student will demonstrate an understanding of sociological and cultural factors that affect human behavior.

DOMAIN: Evaluating Social Studies Concepts and Information

Objective 7: The student will demonstrate the ability to interpret social studies data.

Objective 8: The student will demonstrate the ability to analyze relationships in social studies.

Objective 9: The student will demonstrate the ability to make generalizations about and draw inferences and conclusions from social studies information.

Objective 10: The student will demonstrate the ability to use problem-solving and decision-making skills in a social studies context.

Texas Assessment of Academic Skills
Instructional Objectives
SPANISH
Grades 3 through 6

LECTURA

AREA: Comprehensión de lectura

Objetivo 1: El estudiante determinará el significado de palabras en una variedad de textos escritos.

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

Objetivo 3: El estudiante resumirá una variedad de textos escritos.

Objetivo 4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

Objetivo 6: El estudiante reconocerá puntos de vista, propaganda, hechos y aquello que no es un hecho en una variedad de textos escritos.

ESCRITURA

AREA: Comunicación escrita

Objetivo 1: El estudiante responderá de manera apropiada al propósito/público indicado en un tema determinado a través de una composición escrita.

Objetivo 2: El estudiante organizará sus ideas respecto a un tema determinado a través de una composición escrita.

Objetivo 3: El estudiante demostrará su dominio del idioma español a través de una composición escrita sobre un tema determinado.

Objetivo 4: El estudiante redactará una composición escrita que desarrolle/complemente/elabore la idea principal de un tema determinado.

Objetivo 5: El estudiante reconocerá la estructura apropiada de oraciones en el contexto de un pasaje escrito.

Objetivo 6: El estudiante reconocerá el uso apropiado del idioma español en el contexto de un pasaje escrito.

Objetivo 7: El estudiante reconocerá la ortografía apropiada y el uso correcto de mayúsculas y puntuación en el contexto de un pasaje escrito.

Texas Assessment of Academic Skills
Instructional Objectives
SPANISH
Grades 3 through 6

MATEMATICAS

AREA: Conceptos

Objetivo 1:	El estudiante demostrará comprensión de conceptos numéricos.
Objetivo 2:	El estudiante demostrará comprensión de relaciones matemáticas, funciones y otros conceptos algebraicos.
Objetivo 3:	El estudiante demostrará comprensión de propiedades y relaciones geométricas.
Objetivo 4:	El estudiante demostrará comprensión de conceptos de medición usando unidades métricas y usuales.
Objetivo 5:	El estudiante demostrará comprensión de probabilidad y estadística.

AREA: Operaciones

Objetivo 6:	El estudiante usará la operación de suma para resolver problemas.
Objetivo 7:	El estudiante usará la operación de resta para resolver problemas.
Objetivo 8:	El estudiante usará la operación de multiplicación para resolver problemas.
Objetivo 9:	El estudiante usará la operación de división para resolver problemas.

AREA: Resolución de problemas

Objetivo 10:	El estudiante estimará soluciones para una situación dada.
Objetivo 11:	El estudiante determinará estrategias de solución y analizará o resolverá problemas.
Objetivo 12:	El estudiante expresará o resolverá problemas usando representaciones matemáticas.
Objetivo 13:	El estudiante evaluará lo razonable de una solución para resolver un problema.

End-of-Course Tests
Instructional Objectives

ALGEBRA I

DOMAIN: Graphing

Objective 1: The student will demonstrate an understanding of the characteristics of graphing in problems involving real-world and mathematical situations.

Objective 2: The student will graph problems involving real-world and mathematical situations.

Objective 3: The student will write equations of lines to model problems involving real-world and mathematical situations.

DOMAIN: Equations and Inequalities

Objective 4: The student will formulate or solve linear equations/inequalities and systems of linear equations that describe real-world and mathematical situations.

Objective 5: The student will formulate or solve absolute value equations/inequalities and quadratic equations that describe real-world and mathematical situations.

Objective 6: The student will perform operations on and factor polynomials that describe real-world and mathematical situations.

DOMAIN: Problem Solving

Objective 8: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving exponents, quadratic situations, or right triangles.

Objective 9: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving one-variable or two-variable situations.

Objective 10: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving probability, ratio and proportion, or graphical and tabular data.

End-of-Course Tests
Instructional Objectives

BIOLOGY I

DOMAIN: Understanding Concepts

Objective 1: The student will demonstrate an understanding of concepts in heredity and biological change over time.

Objective 2: The student will demonstrate an understanding of concepts in patterns of living systems.

Objective 3: The student will demonstrate an understanding of concepts in ecology.

DOMAIN: Integrating Concepts with Process Skills

Objective 4: The student will demonstrate the ability to apply laboratory techniques and to use equipment in a biological context.

Objective 5: The student will demonstrate the use of skills in acquiring and organizing data.

Objective 6: The student will demonstrate the ability to interpret and communicate scientific data and/or information.

Objective 7: The student will demonstrate skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

Objective 8: The student will design and conduct biological experiments and activities.

Objective 9: The student will demonstrate an understanding of the application of science in daily life.

Appendix B

TEXAS LEARNING INDEX

The Texas Learning Index (TLI) is a score provided for TAAS reading and mathematics tests. The TLI allows for a comparison of scores with the minimum expectations standard and allows for comparisons both across years and across grades within a subject area. The left-most digit of the TLI represents the grade at which the student was tested, and the digits on the right represent the score. For example, a TLI of 3-78 indicates that a third grader has scored a 78. At exit level the grade is represented by an "X."

The minimum expectations score of 70 represents the same amount of achievement at each grade tested and at each administration. Thus, the TLI score can be used to assess learning progress within a subject area across grades and to help determine whether a student is in line to meet the TAAS exit level standard if current learning progress continues. "Typical progress" is defined as a TLI difference of zero between grades. For example, if a student's Grade 4 TLI mathematics score was 4-70 and the student's Grade 5 TLI is 5-70, that student has demonstrated one year's typical learning progress and his or her performance is in about the same position now, relative to fifth graders, as the student's performance was then, relative to fourth graders. With such a system, all students, regardless of where they are on the scale, will be able to demonstrate progress toward ultimately passing the exit level test. The following are additional examples of comparative TLI scores and their interpretations.

Student A

Grade 3 TLI: 3-40
Grade 4 TLI: 4-45

The student has exceeded typical growth, but has not yet met minimum expectations and must continue to make exceptional progress in order to be ready to attain the passing standard at exit level.

Student B

Grade 5 TLI: 5-80
Grade 6 TLI: 6-80

The student has surpassed the standard of 70 needed to be in line for success on the exit level examination and has demonstrated one year's typical learning progress.

Student C

Grade 7 TLI: 7-62
Grade 8 TLI: 8-72

The student has shown more improvement than is typical during one year and has met minimum expectations on the Grade 8 test. If current learning progress continues, the student should be in line to meet minimum expectations on the exit level test.

TEXAS PERCENTILE RANK AND NORMAL CURVE EQUIVALENT

TEXAS PERCENTILE RANK

The Texas Percentile Rank (PR) is provided for the TAAS reading and mathematics tests. The PR relates the percentage of students scoring at or below a given score point. It can be used to assess student achievement over time, to determine how a student's score compares to the scores of other students in the state, and to make comparisons in achievement between subjects. It is important to note that the Percentile Ranks provided with the TAAS test will relate student performance to statewide performance and will not allow a direct comparison to national performance.

NORMAL CURVE EQUIVALENT

The Normal Curve Equivalent (NCE) is provided for the TAAS reading and mathematics tests. The NCE relates a student's Texas Percentile Rank to the normal (bell-shaped) curve. The NCE can also be used to assess achievement progress over time and is commonly used in program evaluation. It is important to note that the type of NCE provided with the TAAS test will relate student performance to statewide performance and will not allow a direct comparison to national performance.

Further information on the TLI, the PR, and the NCE can be found in the *Texas Student Assessment Program Technical Digest.*

Appendix C

The following TAAS and End-of-Course Test Summary Reports include data for special-education students in Grades 3 through 12 (English TAAS) and Grades 3 and 4 (Spanish TAAS) for the spring 1997 administration. Also included are the reports of the special education students who took the Algebra I and Biology I end-of-course tests during the spring 1997 administration.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 03
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1 Word Meaning		12875	65
2 Supporting Ideas		9211	46
3 Summarization		9792	49
4 Relationships and Outcomes		11046	55
5 Inferences and Generalizations		11626	58
6 Point of View, Propaganda, and Fact and Nonfact		10865	55
Number Tested: 19912	Met Minimum Expectations	9776	49
Texas Learning Index (TLI): 3-65.2	Mastered All Objectives	5493	28
MATHEMATICS			
Concepts			
1. Number Concepts		17408	76
2. Algebraic/Mathematical Relations and Functions		17154	75
3 Geometric Properties and Relationships		16913	74
4 Measurement Concepts		16223	71
5. Probability and Statistics		18241	80
Operations			
6. Use of Addition to Solve Problems		17420	76
7 Use of Subtraction to Solve Problems		11291	49
8/9 Use of Multiplication/Division to Solve Problems		15635	68
Problem Solving			
10/13 Problem Solving: Estimation/Reasonableness		10556	46
11 Problem Solving Using Solution Strategies		12626	55
12 Problem Solving Using Mathematical Representation		12607	55
Number Tested: 22930	Met Minimum Expectations	11971	52
Texas Learning Index (TLI): 3-66.9	Mastered All Objectives	4521	20

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	40363	100
Students Absent From All Tests	159	0
Students Exempt From All Tests: ARD	16104	40
Students Exempt From All Tests: LEP	383	1
Other Students Not Tested	223	1
Number of Students Tested	23494	58

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	9480	40
Did Not Meet Minimum Expectations On:		
One Test Only	6933	30
Both Tests	7081	30

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Special Education Students		40	19912	49	3-65.2	25	22930	52	3-66.9	44
Male		41	12930	48	3-64.8	24	15262	54	3-67.6	46
Female		40	6966	50	3-66.1	26	7646	49	3-65.7	41
No Information Provided		18	16	38	3-56.4	11	22	23	3-56.1	19
Native American		44	91	52	3-66.0	27	101	52	3-68.9	49
Asian		61	180	68	3-73.9	43	203	71	3-75.0	66
African American		25	2404	35	3-58.7	15	2799	34	3-59.1	26
Hispanic		27	5656	34	3-58.6	15	6724	39	3-61.6	32
White		50	11558	59	3-69.7	33	13069	62	3-71.2	55
No Information Provided		26	23	35	3-60.9	17	34	35	3-63.8	37
Economic Disadvantaged:	Yes	29	9995	36	3-59.2	16	11902	41	3-62.3	33
	No	53	9851	62	3-71.4	36	10946	64	3-72.0	57
	No Information Provided	31	66	39	3-60.9	19	82	44	3-65.9	43
Title I, Part A:	Participants	32	9750	40	3-60.8	18	11344	45	3-63.6	36
	Nonparticipants	49	10087	58	3-69.6	33	11490	60	3-70.3	53
	No Information Provided	26	75	32	3-56.3	13	96	33	3-63.3	35
Migrant:	Yes	22	329	26	3-54.9	11	390	35	3-59.4	27
	No	41	19516	50	3-65.4	25	22456	53	3-67.1	45
	No Information Provided	29	67	30	3-55.7	13	84	39	3-64.7	40
Limited Eng. Proficient:	Yes	20	1220	25	3-53.5	10	1473	33	3-57.9	24
	No	42	18617	51	3-66.0	26	21366	54	3-67.6	46
	No Information Provided	23	75	24	3-52.1	10	91	32	3-60.1	29
Bilingual:	Participants	17	633	19	3-50.4	8	740	31	3-56.9	23
	Nonparticipants	41	19207	50	3-65.7	26	22101	53	3-67.3	45
	No Information Provided	28	72	32	3-56.4	13	89	35	3-62.5	34
ESL:	Participants	24	305	29	3-56.7	13	390	36	3-59.6	28
	Nonparticipants	41	19529	49	3-65.4	25	22444	53	3-67.1	45
	No Information Provided	28	78	32	3-56.9	14	96	34	3-62.9	35
Gifted-Talented:	Participants	93	596	96	3-88.5	81	603	95	3-85.9	91
	Nonparticipants	39	19249	48	3-64.5	23	22242	51	3-66.4	43
	No Information Provided	26	67	27	3-53.9	11	85	34	3-62.1	33
At Risk:	Yes	28	7349	35	3-58.8	15	8708	41	3-62.4	33
	No	48	12493	58	3-69.1	32	14133	59	3-69.8	52
	No Information Provided	28	70	31	3-55.3	12	89	33	3-61.5	32
Oral Administration:	Math	23	3945	22	3-52.1	9	6474	37	3-61.6	30

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	9222	42
2. Supporting Ideas	11887	54
3. Summarization	6881	32
4. Relationships and Outcomes	9546	44
5. Inferences and Generalizations	7898	36
6. Point of View, Propaganda, and Fact and Nonfact	11194	51
Number Tested 21828 / Texas Learning Index (TLI) 4-64.4 — Met Minimum Expectations	10033	46
Mastered All Objectives	3298	15
MATHEMATICS		
Concepts		
1. Number Concepts	16906	68
2. Algebraic/Mathematical Relations and Functions	16751	67
3. Geometric Properties and Relationships	19395	78
4. Measurement Concepts	16486	66
5. Probability and Statistics	19653	79
Operations		
6. Use of Addition to Solve Problems	17872	72
7. Use of Subtraction to Solve Problems	12512	50
8. Use of Multiplication to Solve Problems	10991	44
9. Use of Division to Solve Problems	12481	50
Problem Solving		
10/13. Problem Solving: Estimation/Reasonableness	8217	33
11. Problem Solving Using Solution Strategies	10714	43
12. Problem Solving Using Mathematical Representation	12018	48
Number Tested 24907 / Texas Learning Index (TLI) 4-65.6 — Met Minimum Expectations	11524	46
Mastered All Objectives	3426	14
WRITING		
Written Communication		
1-4. Written Composition - Narrative	4808	24

Rating:	0	1	2	3	4
Number:	235	4092	11323	4349	459
Percent:	1	20	56	21	2

	Number	Percent
5. Sentence Construction	9931	49
6. English Usage	13178	65
7. Use of Spelling, Capitalization, and Punctuation	6916	34
Number Tested: 20368 / Average Scale Score 1501 — Met Minimum Expectations	10556	52
Mastered All Objectives	2313	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	45626	100
Students Absent From All Tests	12	0
Students Exempt From All Tests, ARD	16587	36
Students Exempt From All Tests, LEP	180	0
Other Students Not Tested	1947	4
Number of Students Tested in		
Reading, Mathematics	25680	56
Reading, Mathematics, Writing	26900	59

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	9118	36
Reading, Mathematics, Writing	8443	31
Did Not Meet Minimum Expectations On:		
One Test Only	7482	28
Two Tests Only	5417	20
All Three Tests	5558	21

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SFRING 1997

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R W M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students		31	21828	46	4-64.4	23	24907	46	4-65.6	40	20368	52	1501
Male		32	13962	45	4-64.0	22	16308	49	4-66.5	43	12931	50	1491
Female		30	7860	47	4-65.1	24	8593	42	4-63.9	36	7434	56	1518
No Information Provided		17	6	17	4-53.3	10	6	33	4-64.5	34	3	---	---
Native American		32	78	45	4-66.4	26	90	49	4-66.2	43	75	48	1517
Asian		53	221	63	4-73.5	43	243	70	4-73.9	64	216	75	1601
African American		20	2698	33	4-58.3	14	3232	30	4-58.9	25	2591	38	1449
Hispanic		21	6716	32	4-58.0	13	7875	34	4-60.7	29	6362	41	1462
White		40	12082	56	4-69.2	31	13430	57	4-70.0	51	11102	61	1534
No Information Provided		20	33	39	4-57.0	13	37	24	4-56.6	21	22	27	1411
Economically Disadvantaged:	Yes	22	11454	34	4-58.9	15	13489	36	4-61.4	30	10754	40	1457
	No	43	10297	59	4-70.6	34	11330	59	4-70.7	53	9565	65	1551
	No Information Provided	27	77	42	4-60.5	18	88	31	4-60.6	29	49	43	1454
Title I, Part A:	Participants	24	10773	36	4-59.8	16	12592	38	4-62.4	32	10133	42	1465
	Nonparticipants	40	10963	56	4-69.0	31	12215	55	4-69.0	49	10168	61	1537
	No Information Provided	24	92	37	4-59.3	16	100	30	4-60.0	28	67	45	1435
Migrant:	Yes	18	351	23	4-53.5	9	423	29	4-59.0	25	335	33	1424
	No	32	21403	46	4-64.6	23	24405	47	4-65.8	41	19993	52	1503
	No Information Provided	18	74	34	4-56.8	12	79	24	4-57.6	22	40	28	1376
Limited English Proficient:	Yes	14	1512	20	4-51.9	8	1848	26	4-57.3	22	1382	30	1418
	No	33	20250	48	4-65.4	24	22990	48	4-66.3	42	18948	53	1507
	No Information Provided	21	66	39	4-58.4	14	69	25	4-58.1	23	38	26	1397
Bilingual:	Participants	10	786	16	4-49.9	6	935	23	4-55.8	20	725	25	1400
	Nonparticipants	32	20963	47	4-65.0	24	23886	47	4-66.0	41	19593	53	1505
	No Information Provided	21	79	38	4-58.2	14	86	23	4-58.1	23	50	34	1428
ESL:	Participants	18	379	22	4-53.4	9	483	29	4-58.3	24	343	34	1429
	Nonparticipants	32	21368	46	4-64.6	23	24336	47	4-65.8	41	19975	52	1503
	No Information Provided	20	81	38	4-58.1	14	88	22	4-57.3	22	50	32	1420
Gifted-Talented:	Participants	89	493	95	4-88.8	82	507	94	4-84.4	89	473	93	1758
	Nonparticipants	30	21262	45	4-63.9	22	24321	45	4-65.3	39	19854	51	1495
	No Information Provided	21	73	38	4-58.4	14	79	27	4-58.6	24	41	29	1395
At Risk:	Yes	20	11967	33	4-58.7	14	13707	35	4-61.6	30	11337	41	1457
	No	46	9789	62	4-71.5	37	11120	60	4-70.6	54	8985	66	1557
	No Information Provided	23	72	38	4-57.8	14	80	29	4-58.8	25	46	28	1405
Oral Administration:	Math	18	4737	24	4-54.0	9	7354	32	4-60.6	28	4251	31	1423

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 05
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	6442	28
2. Supporting Ideas	13766	61
3. Summarization	7130	31
4. Relationships and Outcomes	8792	39
5. Inferences and Generalizations	11015	48
6. Point of View, Propaganda, and Fact and Nonfact	13740	60
Number Tested: 22743 Texas Learning Index (TLI): 5-67.0		
Met Minimum Expectations	10704	47
Mastered All Objectives	2890	13
MATHEMATICS		
Concepts		
1. Number Concepts	8775	35
2. Algebraic/Mathematical Relations and Functions	20526	82
3. Geometric Properties and Relationships	19176	77
4. Measurement Concepts	17310	69
5. Probability and Statistics	16245	65
Operations		
6. Use of Addition to Solve Problems	15729	63
7. Use of Subtraction to Solve Problems	11874	48
8. Use of Multiplication to Solve Problems	12281	49
9. Use of Division to Solve Problems	15908	64
Problem Solving		
10. Problem Solving Using Estimation	11619	47
11. Problem Solving Using Solution Strategies	11041	44
12. Problem Solving Using Mathematical Representation	10761	43
13. Evaluation of the Reasonableness of a Solution	9699	39
Number Tested: 24921 Texas Learning Index (TLI): 5-66.3		
Met Minimum Expectations	11992	48
Mastered All Objectives	2644	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	45057	100
Students Absent From All Tests	214	0
Students Exempt From All Tests: ARD	18461	41
Students Exempt From All Tests: LEP	207	0
Other Students Not Tested	260	1
Number of Students Tested	25915	58

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	9445	36
Did Not Meet Minimum Expectations On:		
One Test Only	7972	31
Both Tests	8498	33

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Special Education Students	36	22743	47	5-67.0	27	24921	48	5-66.3	41
Male	37	14797	47	5-66.5	26	16529	50	5-67.0	43
Female	35	7943	48	5-67.8	28	8389	45	5-64.9	38
No Information Provided	---	3	---	---	--	3	---	---	--
Native American	44	82	56	5-71.1	35	91	57	5-67.3	44
Asian	52	200	64	5-74.5	43	226	63	5-72.8	60
African American	23	2913	34	5-60.9	17	3261	32	5-59.5	26
Hispanic	25	7395	33	5-60.9	17	8247	38	5-62.4	32
White	47	12128	58	5-72.0	37	13073	58	5-70.3	51
No Information Provided	15	25	24	5-52.4	9	23	17	5-55.0	21
Economic Disadvantaged: Yes	26	12260	36	5-61.8	18	13693	38	5-62.5	32
No	49	10424	61	5-73.1	40	11172	60	5-70.9	53
No Information Provided	31	59	44	5-63.8	23	56	36	5-62.1	34
Title I, Part A: Participants	29	11064	38	5-63.0	20	12264	42	5-63.9	35
Nonparticipants	43	11604	56	5-70.8	35	12584	54	5-68.7	47
No Information Provided	33	75	49	5-63.7	22	73	33	5-60.9	31
Migrant: Yes	19	451	23	5-55.8	11	492	34	5-59.3	26
No	37	22244	48	5-67.2	27	24381	48	5-66.4	42
No Information Provided	21	48	35	5-59.3	15	48	21	5-55.9	21
Limited Eng. Proficient: Yes	17	1769	20	5-55.1	10	2035	30	5-59.1	25
No	38	20926	49	5-68.0	29	22835	50	5-66.9	43
No Information Provided	25	48	40	5-61.2	18	51	25	5-56.9	23
Bilingual: Participants	13	947	16	5-52.4	8	1076	27	5-57.5	22
Nonparticipants	38	21727	48	5-67.6	28	23774	49	5-66.7	42
No Information Provided	29	69	41	5-62.9	20	71	39	5-60.8	29
ESL: Participants	21	405	25	5-58.2	13	478	35	5-61.5	30
Nonparticipants	37	22267	47	5-67.1	27	24372	48	5-66.4	42
No Information Provided	29	71	39	5-63.1	20	71	41	5-60.7	29
Gifted-Talented: Participants	93	455	95	5-91.7	87	462	95	5-85.2	90
Nonparticipants	35	22240	46	5-66.5	26	24408	47	5-65.9	40
No Information Provided	25	48	40	5-62.4	19	51	29	5-57.6	23
At Risk: Yes	28	13520	38	5-63.2	20	14836	41	5-63.6	34
No	50	9153	60	5-72.6	40	10016	59	5-70.2	53
No Information Provided	24	70	40	5-62.2	19	69	32	5-59.2	27
Oral Administration: Math	23	4585	28	5-58.9	14	6695	37	5-62.5	31

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 06
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1 Word Meaning	8788	37
2 Supporting Ideas	18560	79
3 Summarization	6183	26
4 Relationships and Outcomes	7207	31
5 Inferences and Generalizations	7482	32
6 Point of View, Propaganda, and Fact and Nonfact	8581	37
Number Tested: 23468 Texas Learning Index (TLI): 6-67.2		
Met Minimum Expectations	11037	47
Mastered All Objectives	2346	10
MATHEMATICS		
Concepts		
1 Number Concepts	14914	61
2 Algebraic/Mathematical Relations and Functions	17812	73
3 Geometric Properties and Relationships	18762	77
4 Measurement Concepts	17081	70
5 Probability and Statistics	12572	52
Operations		
6 Use of Addition to Solve Problems	10384	43
7 Use of Subtraction to Solve Problems	11853	49
8 Use of Multiplication to Solve Problems	12614	52
9 Use of Division to Solve Problems	8306	34
Problem Solving		
10 Problem Solving Using Estimation	12260	50
11 Problem Solving Using Solution Strategies	5121	21
12 Problem Solving Using Mathematical Representation	8814	36
13 Evaluation of the Reasonableness of a Solution	7856	32
Number Tested: 24394 Texas Learning Index (TLI) 6-63.6		
Met Minimum Expectations	9735	40
Mastered All Objectives	1665	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	42671	100
Students Absent From All Tests	343	1
Students Exempt From All Tests: ARD	16525	39
Students Exempt From All Tests: LEP	115	0
Other Students Not Tested	233	1
Number of Students Tested	25455	60

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	8261	32
Did Not Meet Minimum Expectations On:		
One Test Only	7298	29
Both Tests	9896	39

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Special Education Students		32	23468	47	6-67.2	26	24394	40	6-63.6	35
Male		34	15552	47	6-67.0	26	16337	42	6-64.4	37
Female		30	7910	47	6-67.6	26	8050	35	6-62.0	31
No Information Provided		25	6	50	6-68.5	27	7	29	6-55.7	23
Native American		29	63	49	6-68.2	28	66	35	6-65.0	37
Asian		45	204	55	6-70.1	32	216	55	6-69.5	50
African American		19	2980	33	6-61.8	17	3141	23	6-56.8	21
Hispanic		22	7808	33	6-61.8	17	8195	30	6-59.6	26
White		43	12392	59	6-71.9	36	12754	50	6-67.7	45
No Information Provided		17	21	33	6-60.9	17	22	27	6-59.2	25
Economic Disadvantaged:	Yes	23	12369	35	6-62.5	18	12960	31	6-59.9	27
	No	43	11028	60	6-72.5	37	11356	50	6-67.8	45
	No Information Provided	19	71	34	6-63.9	21	78	27	6-59.1	26
Title I, Part A:	Participants	25	8627	37	6-63.3	19	9098	34	6-61.3	30
	Nonparticipants	37	14737	53	6-69.5	31	15186	43	6-65.0	38
	No Information Provided	22	104	34	6-61.8	18	110	29	6-59.2	26
Migrant:	Yes	18	517	25	6-58.2	12	545	28	6-58.4	24
	No	33	22903	48	6-67.4	27	23798	40	6-63.7	35
	No Information Provided	28	48	42	6-65.3	23	51	37	6-63.6	34
Limited Eng. Proficient	Yes	14	1754	21	6-56.4	11	1890	24	6-56.6	21
	No	34	21660	49	6-68.1	28	22447	41	6-64.2	36
	No Information Provided	25	54	37	6-63.4	21	57	33	6-60.7	28
Bilingual:	Participants	15	249	20	6-57.2	12	269	29	6-58.2	23
	Nonparticipants	33	23149	47	6-67.3	27	24052	40	6-63.7	35
	No Information Provided	30	70	44	6-64.8	23	73	38	6-63.4	35
ESL:	Participants	13	1011	20	6-55.9	10	1080	23	6-56.3	20
	Nonparticipants	33	22388	48	6-67.7	27	23242	41	6-63.9	36
	No Information Provided	28	69	41	6-63.7	21	72	38	6-62.6	33
Gifted-Talented:	Participants	89	390	95	6-90.7	85	389	91	6-83.9	88
	Nonparticipants	32	23022	46	6-66.8	25	23947	39	6-63.3	34
	No Information Provided	27	56	39	6-64.9	23	58	34	6-61.9	31
At Risk:	Yes	23	13566	38	6-63.7	20	14141	31	6-60.7	28
	No	45	9842	59	6-72.0	37	10194	52	6-67.6	45
	No Information Provided	26	60	42	6-64.6	23	59	32	6-58.9	25
Oral Administration:	Math	21	3123	31	6-60.5	15	4056	31	6-60.5	28

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 07
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1 Word Meaning	14648	63
2 Supporting Ideas	11632	50
3 Summarization	7413	32
4 Relationships and Outcomes	12950	56
5 Inferences and Generalizations	7740	34
6 Point of View, Propaganda, and Fact and Nonfact	11098	48
Number Tested: 23070 / Met Minimum Expectations	10320	45
Texas Learning Index (TLI): 7-64.7 / Mastered All Objectives	4155	18
MATHEMATICS		
Concepts		
1 Number Concepts	17202	74
2 Algebraic/Mathematical Relations and Functions	12196	53
3 Geometric Properties and Relationships	14105	61
4 Measurement Concepts	11039	48
5 Probability and Statistics	8389	36
Operations		
6 Use of Addition to Solve Problems	11382	49
7 Use of Subtraction to Solve Problems	9587	41
8 Use of Multiplication to Solve Problems	10037	43
9 Use of Division to Solve Problems	6256	27
Problem Solving		
10 Problem Solving Using Estimation	9157	40
11 Problem Solving Using Solution Strategies	4720	20
12 Problem Solving Using Mathematical Representation	7545	33
13 Evaluation of the Reasonableness of a Solution	6739	29
Number Tested: 23155 / Met Minimum Expectations	8182	35
Texas Learning Index (TLI): 7-61.5 / Mastered All Objectives	979	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	40836	100
Students Absent From All Tests	538	1
Students Exempt From All Tests: ARD	15528	38
Students Exempt From All Tests: LEP	120	0
Other Students Not Tested	232	1
Number of Students Tested	24418	60

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	6974	29
Did Not Meet Minimum Expectations On:		
One Test Only	7165	29
Both Tests	10279	42

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Special Education Students		29	23070	45	7-64.7	22	23155	35	7-61.5	29
Male		29	15545	43	7-64.0	21	15692	37	7-62.1	31
Female		27	7522	47	7-66.0	24	7460	32	7-60.3	27
No Information Provided		---	3	---	---	--	3	---	---	--
Native American		33	81	48	7-65.5	22	78	41	7-63.3	33
Asian		36	143	50	7-68.8	30	147	48	7-67.3	44
African American		16	3035	33	7-60.0	15	3033	21	7-55.8	19
Hispanic		19	7710	31	7-58.9	14	7826	26	7-57.8	22
White		38	12090	56	7-69.5	31	12061	45	7-65.3	38
No Information Provided		0	11	18	7-51.4	8	10	10	7-48.7	11
Economic Disadvantaged	Yes	20	11692	34	7-59.9	15	11791	27	7-57.9	23
	No	38	11309	56	7-69.6	31	11300	44	7-65.2	38
	No Information Provided	22	69	39	7-63.6	21	64	28	7-61.4	31
Title I, Part A:	Participants	21	6565	33	7-59.8	15	6668	28	7-58.6	24
	Nonparticipants	32	16412	49	7-66.7	26	16405	38	7-62.7	32
	No Information Provided	18	93	31	7-58.7	14	82	22	7-55.3	19
Migrant:	Yes	13	524	21	7-54.0	9	559	25	7-56.6	20
	No	29	22508	45	7-64.9	23	22563	36	7-61.6	30
	No Information Provided	17	38	29	7-58.8	15	33	18	7-55.2	19
Limited Eng. Proficient:	Yes	9	1711	16	7-52.2	8	1765	16	7-53.8	16
	No	30	21321	47	7-65.7	24	21357	37	7-62.1	31
	No Information Provided	20	38	29	7-58.8	15	33	18	7-54.3	18
Bilingual:	Participants	8	36	8	7-46.2	5	35	11	7-48.7	10
	Nonparticipants	29	22991	45	7-64.7	22	23081	35	7-61.5	29
	No Information Provided	26	43	40	7-63.1	21	39	28	7-57.8	24
ESL:	Participants	7	1096	14	7-51.1	7	1132	15	7-53.2	15
	Nonparticipants	30	21927	46	7-65.4	23	21981	36	7-61.9	30
	No Information Provided	22	47	38	7-62.9	20	42	26	7-59.1	26
Gifted-Talented:	Participants	81	378	89	7-86.0	75	376	84	7-80.4	79
	Nonparticipants	28	22655	44	7-64.3	22	22747	35	7-61.2	29
	No Information Provided	23	37	35	7-61.3	18	32	22	7-56.1	21
At Risk:	Yes	20	14001	37	7-61.6	17	14104	28	7-59.0	24
	No	42	9018	56	7-69.4	32	9008	48	7-65.5	39
	No Information Provided	17	51	27	7-57.7	14	43	21	7-58.0	23
Career/Tech. Ed.:	Participants	27	3971	42	7-63.4	20	3974	34	7-60.4	28
	Nonparticipants	29	18962	45	7-64.9	23	19044	36	7-61.7	30
	No Information Provided	26	137	46	7-64.4	23	137	26	7-58.1	24
Oral Administration:	Math	15	1997	27	7-56.8	12	2399	25	7-57.4	22

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1 Word Meaning	9335	43
2 Supporting Ideas	6934	32
3 Summarization	6170	29
4 Relationships and Outcomes	10341	48
5 Inferences and Generalizations	6445	30
6 Point of View, Propaganda, and Fact and Nonfact	7539	35

			Number	Percent
Number Tested: 21484	Texas Learning Index (TLI): 8-65.2	Met Minimum Expectations	9459	44
		Mastered All Objectives	2016	9

	Mastering Number	Mastering Percent
MATHEMATICS		
Concepts		
1 Number Concepts	18556	87
2 Algebraic/Mathematical Relations and Functions	11243	53
3 Geometric Properties and Relationships	12538	59
4 Measurement Concepts	12577	59
5 Probability and Statistics	12185	57
Operations		
6 Use of Addition to Solve Problems	11101	52
7 Use of Subtraction to Solve Problems	8156	38
8 Use of Multiplication to Solve Problems	6634	31
9 Use of Division to Solve Problems	5169	24
Problem Solving		
10 Problem Solving Using Estimation	8003	37
11 Problem Solving Using Solution Strategies	4780	22
12 Problem Solving Using Mathematical Representation	5733	27
13 Evaluation of the Reasonableness of a Solution	6903	32

			Number	Percent
Number Tested: 21357	Texas Learning Index (TLI): 8-59.4	Met Minimum Expectations	6485	30
		Mastered All Objectives	1152	5

	Mastering Number	Mastering Percent
WRITING		
Written Communication		
1-4 Written Composition - Persuasive	3149	15

Rating:	0	1	2	3	4
Number:	403	4309	12529	3037	112
Percent:	2	21	61	15	1

	Mastering Number	Mastering Percent
5 Sentence Construction	4384	22
6 English Usage	12765	63
7 Use of Spelling, Capitalization, and Punctuation	1840	9

			Number	Percent
Number Tested: 20390	Average Scale Score: 1443	Met Minimum Expectations	6784	33
		Mastered All Objectives	506	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	38611	100
Students Absent From All Tests	109	0
Students Exempt From All Tests: ARD	11726	30
Students Exempt From All Tests: LEP	18	0
Other Students Not Tested	2484	6
Number of Students Tested in:		
Reading, Mathematics	22601	59
Reading, Mathematics, Writing	23935	62
Reading, Mathematics, Writing, Science, Social Studies	24274	63

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	5657	25
Reading, Mathematics, Writing	4417	18
Reading, Mathematics, Writing, Science, Social Studies	3313	14
Did Not Meet Minimum Expectations On:		
One Test Only	4222	17
Two Tests Only	3270	13
Three Tests Only	3656	15
Four Tests Only	4510	19
All Five Tests	5303	22

Science and Social Studies results can be found on Page 3

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	18	21484	44	8-65.2	22	21357	30	8-59.4	26	20398	33	1443
Male	18	14455	43	8-64.6	22	14497	33	8-60.3	28	13667	31	1432
Female	19	7024	46	8-66.3	24	6855	25	8-57.5	22	6718	39	1466
No Information Provided	14	5	60	8-74.0	38	5	20	8-58.2	22	5	40	1504
Native American	22	75	48	8-67.3	26	76	36	8-61.1	30	73	33	1446
Asian	29	150	50	8-69.6	32	155	50	8-66.5	42	150	41	1457
African American	10	2767	32	8-60.3	15	2752	18	8-53.2	16	2633	22	1408
Hispanic	11	6893	31	8-60.1	15	6938	20	8-55.2	19	6606	24	1409
White	25	11574	55	8-69.3	30	11402	40	8-63.4	34	10909	41	1473
No Information Provided	3	25	24	8-59.0	14	34	12	8-48.6	10	19	21	1376
Economically Disadvantaged: Yes	12	10055	33	8-60.7	16	10014	21	8-55.3	19	9567	24	1408
No	25	11331	54	8-69.2	30	11238	39	8-63.1	33	10747	41	1475
No Information Provided	12	98	47	8-65.7	23	105	25	8-56.3	21	76	28	1433
Title I, Part A: Participants	13	6031	34	8-61.4	17	6030	23	8-56.5	20	5760	26	1415
Nonparticipants	21	15371	48	8-66.7	25	15238	33	8-60.6	28	14571	36	1455
No Information Provided	13	82	30	8-60.1	15	89	18	8-51.8	14	59	29	1419
Migrant: Yes	8	496	20	8-56.0	11	506	14	8-52.2	14	468	19	1373
No	19	20937	45	8-65.4	23	20791	31	8-59.6	26	19879	34	1445
No Information Provided	8	51	37	8-63.1	20	60	13	8-52.3	15	43	21	1394
Limited English Proficient: Yes	6	1408	17	8-54.9	10	1455	13	8-51.6	14	1324	15	1368
No	19	20025	46	8-65.9	24	19842	32	8-60.0	27	19025	35	1449
No Information Provided	8	51	37	8-62.1	18	60	13	8-51.4	14	41	20	1384
Bilingual: Participants	14	19	16	8-55.1	10	17	24	8-54.4	17	15	20	1419
Nonparticipants	18	21406	44	8-65.2	22	21271	30	8-59.4	26	20326	33	1443
No Information Provided	13	59	47	8-65.3	24	69	19	8-53.7	17	49	29	1432
ESL: Participants	5	835	14	8-53.7	9	864	11	8-51.0	13	779	13	1358
Nonparticipants	19	20586	45	8-65.7	23	20421	31	8-59.8	27	19561	34	1447
No Information Provided	12	63	41	8-63.1	20	72	18	8-52.9	16	50	28	1431
Gifted-Talented: Participants	70	249	88	8-85.8	75	244	78	8-77.6	74	251	80	1626
Nonparticipants	18	21183	44	8-64.9	22	21052	30	8-59.2	26	20097	33	1441
No Information Provided	8	52	40	8-63.2	19	61	15	8-52.6	15	42	19	1394
At Risk: Yes	12	13619	38	8-62.9	19	13596	23	8-57.0	21	13031	27	1425
No	30	7807	54	8-69.2	30	7697	43	8-63.8	36	7312	44	1477
No Information Provided	6	58	31	8-62.3	19	64	11	8-51.8	14	47	23	1407
Career/Technology Educ.: Participants	18	4843	44	8-64.9	22	4808	30	8-59.0	25	4624	33	1439
Nonparticipants	19	16501	44	8-65.3	23	16406	31	8-59.5	26	15645	34	1445
No Information Provided	11	140	38	8-63.2	20	143	24	8-56.6	21	121	26	1414
Oral Administration: Math	9	1495	31	8-59.2	14	1734	22	8-56.4	20	1352	18	1395

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
SCIENCE		
Acquiring/Classifying Information		
1 Acquire Data	11353	53
2 Classify Information	18666	88
Communicating/Interpreting Information		
3 Communicate Data	7526	35
4 Interpret Data	14592	69
5 Infer, Generalize, Predict	13158	62
Solving Problems - Investigating		
6 Conduct Investigations	11673	55
7 Draw Conclusions	4395	21
Solving Problems - Applying Knowledge		
8 Apply Knowledge	9081	43
Number Tested: 21296 / Average Scale Score: 1500 — Met Minimum Expectations	11149	52
Mastered All Objectives	1357	6
SOCIAL STUDIES		
Understanding Concepts		
1 Civic Rights and Responsibilities	8921	41
2 American and Other Economic Systems	8459	39
3 American and Other Political Systems	6912	32
4 Geographical Concepts and Information	8957	42
5. Historical Concepts and Information	7957	37
6. Sociological and Cultural Factors	5496	25
Evaluating Concepts		
7. Interpret Social Studies Data	16978	79
8. Analyze Relationships in Social Studies	7817	36
9. Make Generalizations/Draw Inferences, Conclusions	4506	21
10. Use Problem-solving/Decision-making Skills	7612	35
Number Tested: 21555 / Average Scale Score: 1452 — Met Minimum Expectations	5920	27
Mastered All Objectives	617	3

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken [R, W, M, S, SS]	SCIENCE			SOCIAL STUDIES		
		Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	14	21296	52	1500	21555	27	1452
Male	14	14382	55	1506	14563	30	1456
Female	13	6910	46	1487	6987	23	1443
No Information Provided	0	4	---	---	5	20	1478
Native American	18	75	53	1506	77	32	1459
Asian	23	149	59	1519	151	37	1485
African American	7	2789	33	1458	2817	16	1424
Hispanic	7	6815	38	1468	6945	16	1423
White	19	11441	65	1529	11538	37	1476
No Information Provided	0	27	15	1444	27	15	1408
Economic Disadvantaged: Yes	8	9957	40	1472	10120	18	1426
No	19	11246	63	1525	11340	36	1476
No Information Provided	10	93	39	1480	95	22	1437
Title I, Part A: Participants	9	6008	42	1476	6086	18	1427
Nonparticipants	16	15213	57	1509	15390	31	1462
No Information Provided	10	75	33	1454	79	19	1415
Migrant: Yes	5	486	29	1446	497	10	1403
No	14	20759	53	1501	21006	28	1453
No Information Provided	6	51	37	1473	52	21	1426
Limited Eng. Proficient: Yes	3	1413	25	1441	1442	7	1397
No	14	19833	54	1504	20063	29	1456
No Information Provided	7	50	38	1469	50	22	1426
Bilingual: Participants	0	16	25	1453	19	5	1397
Nonparticipants	14	21224	52	1500	21479	27	1452
No Information Provided	11	56	41	1481	57	30	1438
ESL: Participants	2	836	21	1433	853	4	1390
Nonparticipants	14	20400	54	1503	20640	28	1455
No Information Provided	10	60	38	1474	62	24	1430
Gifted-Talented: Participants	66	233	88	1627	244	80	1606
Nonparticipants	13	21015	52	1498	21261	27	1450
No Information Provided	7	48	38	1474	50	22	1429
At Risk: Yes	8	13470	47	1486	13687	21	1437
No	23	7771	62	1524	7814	39	1478
No Information Provided	5	55	36	1463	54	24	1436
Career/Tech Ed.: Participants	13	4773	53	1500	4856	28	1451
Nonparticipants	14	16389	52	1500	16560	27	1452
No Information Provided	10	134	48	1487	139	22	1440
Oral Administration: Science	6	1202	48	1488	1181	20	1434
Social Studies	6	1192	48	1489	1226	20	1433

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		8348	64
2. Supporting Ideas		7727	59
3. Summarization		5824	44
4. Relationships and Outcomes		6434	49
5. Inferences and Generalizations		5268	40
6. Point of View, Propaganda, and Fact and Nonfact		4826	37
Number Tested: **13098**	Met Minimum Expectations	6585	50
Texas Learning Index (TLI): X-65.9	Mastered All Objectives	2143	16
MATHEMATICS			
Concepts			
1. Number Concepts		5096	39
2. Algebraic/Mathematical Relations and Functions		5275	41
3. Geometric Properties and Relationships		6870	53
4. Measurement Concepts		5197	40
5. Probability and Statistics		6259	48
Operations			
6. Use of Addition to Solve Problems		6317	49
7. Use of Subtraction to Solve Problems		5168	40
8. Use of Multiplication to Solve Problems		2990	23
9. Use of Division to Solve Problems		4681	36
Problem Solving			
10. Problem Solving Using Estimation		6036	47
11. Problem Solving Using Solution Strategies		3170	24
12. Problem Solving Using Mathematical Representation		4223	33
13. Evaluation of the Reasonableness of a Solution		5506	42
Number Tested: **12972**	Met Minimum Expectations	3780	29
Texas Learning Index (TLI): X-58.5	Mastered All Objectives	712	5
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		3790	29

Rating:	0	1	2	3	4
Number:	187	2982	5987	3459	331
Percent:	1	23	46	27	3

		Mastering Number	Mastering Percent
5. Sentence Construction		3567	28
6. English Usage		9184	71
7. Use of Spelling, Capitalization, and Punctuation		3351	26
Number Tested: **12946**	Met Minimum Expectations	6299	49
Average Scale Score: **1500**	Mastered All Objectives	1059	8

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	27649	100
Students Absent From All Tests	1177	4
Students Exempt From All Tests: ARD	12179	44
Other Students Not Tested	310	1
Number of Students Tested	13983	51

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	3135	22
Did Not Meet Minimum Expectations On:		
One Test Only	3476	25
Two Tests Only	3240	23
All Three Tests	4132	30

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students		22	13098	50	X-65.9	24	12972	29	X-58.5	24	12946	49	1500
Male		23	8910	51	X-66.0	24	8893	32	X-59.9	26	8779	46	1490
Female		20	4186	49	X-65.8	23	4077	22	X-55.6	19	4166	54	1522
No Information Provided		---	2	---	---	--	2	---	---	--	1	---	---
Native American		20	41	44	X-65.3	22	42	24	X-57.9	23	40	45	1495
Asian		29	99	58	X-69.1	28	100	38	X-63.4	35	97	59	1552
African American		11	1547	37	X-60.0	16	1493	14	X-51.1	12	1514	34	1451
Hispanic		12	3747	36	X-59.8	15	3756	18	X-53.8	16	3669	37	1456
White		30	7657	60	X-70.1	31	7574	37	X-62.3	31	7620	57	1531
No Information Provided		14	7	14	X-50.7	9	7	14	X-43.9	6	6	17	1320
Economically Disadvantaged:	Yes	14	4607	37	X-60.0	16	4527	19	X-53.9	16	4489	36	1456
	No	27	8446	57	X-69.2	30	8400	35	X-61.1	28	8412	55	1524
	No Information Provided	19	45	38	X-60.2	15	45	22	X-54.3	17	45	33	1420
Title I, Part A:	Participants	16	1936	38	X-60.3	16	1886	22	X-55.2	18	1890	40	1468
	Nonparticipants	24	11141	52	X-66.9	26	11065	30	X-59.1	25	11033	50	1506
	No Information Provided	21	21	43	X-62.1	18	21	29	X-57.4	23	23	39	1442
Migrant:	Yes	7	291	27	X-53.9	10	293	13	X-51.5	13	287	29	1419
	No	23	12787	51	X-66.2	24	12660	30	X-58.7	24	12638	49	1502
	No Information Provided	22	20	40	X-62.0	17	19	26	X-56.0	21	21	38	1432
Limited English Proficient:	Yes	6	674	23	X-53.2	9	680	13	X-50.4	12	659	24	1404
	No	23	12404	52	X-66.6	25	12272	30	X-59.0	24	12266	50	1506
	No Information Provided	22	20	40	X-61.4	17	20	25	X-56.6	22	21	38	1425
Bilingual:	Participants	---	4	---	---	--	4	---	---	--	4	---	---
	Nonparticipants	22	13064	50	X-65.9	24	12935	29	X-58.5	24	12909	49	1501
	No Information Provided	22	30	43	X-62.0	19	33	30	X-57.6	23	33	42	1436
ESL:	Participants	5	382	21	X-51.3	8	381	12	X-50.0	11	375	20	1393
	Nonparticipants	23	12685	51	X-66.4	25	12557	30	X-58.8	24	12537	50	1504
	No Information Provided	19	31	39	X-60.9	17	34	24	X-55.6	19	34	41	1427
Gifted-Talented:	Participants	84	162	94	X-87.8	79	164	85	X-80.5	79	164	93	1786
	Nonparticipants	22	12913	50	X-65.6	24	12784	28	X-58.3	23	12758	48	1497
	No Information Provided	22	23	39	X-62.3	18	24	29	X-55.8	20	24	38	1440
At Risk:	Yes	18	7717	46	X-64.2	21	7635	24	X-57.0	21	7615	46	1485
	No	29	5366	56	X-68.4	29	5323	36	X-60.8	28	5317	53	1523
	No Information Provided	20	15	40	X-63.5	21	14	29	X-56.4	22	14	29	1429
Career/Technology Educ.:	Participants	20	7909	49	X-65.1	22	7803	27	X-57.9	22	7806	47	1493
	Nonparticipants	25	5148	53	X-67.2	27	5129	32	X-59.5	26	5099	51	1513
	No Information Provided	27	41	51	X-66.1	27	40	30	X-58.7	24	41	46	1482
Oral Administration:	Math	10	356	29	X-56.9	12	391	22	X-55.1	18	354	31	1426

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		1655	52
2. Supporting Ideas		1671	52
3. Summarization		965	30
4. Relationships and Outcomes		1200	38
5. Inferences and Generalizations		674	21
6. Point of View, Propaganda, and Fact and Nonfact		702	22
Number Tested: 3193	Met Minimum Expectations	1030	32
Texas Learning Index (TLI): X-59.2	Mastered All Objectives	148	5
MATHEMATICS			
Concepts			
1. Number Concepts		1547	32
2. Algebraic/Mathematical Relations and Functions		1708	35
3. Geometric Properties and Relationships		2356	49
4. Measurement Concepts		1650	34
5. Probability and Statistics		2109	43
Operations			
6. Use of Addition to Solve Problems		2265	47
7. Use of Subtraction to Solve Problems		1592	33
8. Use of Multiplication to Solve Problems		767	16
9. Use of Division to Solve Problems		1615	33
Problem Solving			
10. Problem Solving Using Estimation		2056	42
11. Problem Solving Using Solution Strategies		711	15
12. Problem Solving Using Mathematical Representation		1315	27
13. Evaluation of the Reasonableness of a Solution		1818	37
Number Tested: 4849	Met Minimum Expectations	883	18
Texas Learning Index (TLI): X-56.2	Mastered All Objectives	36	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		338	11

Rating:	0	1	2	3	4
Number:	43	1097	1558	335	3
Percent:	1	36	51	11	0

		Mastering Number	Mastering Percent
5. Sentence Construction		351	12
6. English Usage		1806	59
7. Use of Spelling, Capitalization, and Punctuation		449	15
Number Tested: 3036	Met Minimum Expectations	742	24
Average Scale Score: 1423	Mastered All Objectives	35	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	8183	100
Students Absent From All Tests	326	4
Students Exempt From All Tests: ARD	1405	17
Other Students Not Tested	629	8
Number of Students Tested	5823	71

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	1042	18
Did Not Meet Minimum Expectations On:		
One Test Only	2321	40
Two Tests Only	1278	22
All Three Tests	1182	20

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	18	3193	32	X-59.2	14	4849	18	X-56.2	19	3036	24	1423
Male	18	2058	32	X-58.7	13	3082	19	X-56.9	20	2094	22	1418
Female	18	1133	33	X-60.1	15	1765	16	X-54.9	17	940	29	1434
No Information Provided	---	2	---	---	--	2	---	---	--	2	---	---
Native American	27	6	17	X-58.3	12	13	38	X-59.4	24	10	10	1423
Asian	16	23	35	X-62.3	17	28	18	X-57.9	22	17	35	1424
African American	12	543	30	X-58.4	13	793	13	X-53.4	15	512	21	1412
Hispanic	13	1153	25	X-56.0	11	1534	15	X-54.1	16	1030	20	1410
White	22	1462	39	X-61.9	17	2476	22	X-58.4	23	1464	29	1436
No Information Provided	0	6	33	X-63.3	20	5	0	X-55.8	20	3	---	---
Economically Disadvantaged: Yes	14	1302	27	X-56.8	11	1748	15	X-54.4	17	1195	19	1409
No	20	1879	36	X-60.8	16	3083	20	X-57.2	21	1832	28	1432
No Information Provided	20	12	33	X-61.8	19	18	22	X-59.4	25	9	33	1443
Title I, Part A: Participants	15	545	27	X-56.8	12	695	17	X-54.9	17	473	20	1408
Nonparticipants	18	2637	33	X-59.6	14	4138	18	X-56.4	20	2553	25	1426
No Information Provided	22	11	36	X-64.6	22	16	19	X-59.4	25	10	40	1455
Migrant: Yes	14	96	24	X-54.1	9	103	12	X-54.5	17	91	16	1410
No	18	3084	32	X-59.3	14	4728	18	X-56.2	19	2935	25	1424
No Information Provided	25	13	38	X-62.3	20	18	22	X-58.4	23	10	30	1420
Limited English Proficient: Yes	11	260	19	X-54.2	9	284	12	X-53.2	15	229	17	1398
No	18	2921	33	X-59.6	14	4543	19	X-56.4	20	2793	25	1425
No Information Provided	25	12	33	X-60.0	18	22	23	X-58.0	22	14	36	1431
Bilingual: Participants	---	1	---	---	--	1	---	---	--	1	---	---
Nonparticipants	18	3179	32	X-59.2	14	4830	18	X-56.2	19	3023	24	1423
No Information Provided	29	13	31	X-59.2	17	18	28	X-58.9	24	12	33	1423
ESL: Participants	10	159	19	X-53.9	9	164	10	X-53.3	15	140	17	1393
Nonparticipants	18	3022	33	X-59.4	14	4668	18	X-56.3	19	2885	25	1425
No Information Provided	30	12	33	X-61.7	20	17	29	X-60.2	26	11	36	1437
Gifted-Talented: Participants	32	17	53	X-65.1	25	28	32	X-64.4	34	20	45	1509
Nonparticipants	18	3167	32	X-59.2	14	4807	18	X-56.1	19	3007	24	1423
No Information Provided	19	9	22	X-55.3	11	14	21	X-59.4	26	9	22	1390
At Risk: Yes	17	2142	31	X-58.7	13	3228	18	X-56.2	19	2027	25	1423
No	19	1043	35	X-60.2	15	1606	19	X-56.2	19	1002	24	1424
No Information Provided	19	8	38	X-57.1	15	15	13	X-59.3	24	7	29	1380
Career/Technology Educ.: Participants	17	1993	31	X-58.9	13	2922	17	X-55.9	19	1858	24	1423
Nonparticipants	19	1179	35	X-59.6	14	1890	20	X-56.7	20	1155	25	1423
No Information Provided	18	21	38	X-65.4	22	37	24	X-57.7	22	23	43	1476
Oral Administration: Math	14	89	20	X-53.6	9	161	22	X-57.7	21	90	20	1408

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

Page 1 of 2

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		397	55
2. Supporting Ideas		431	60
3. Summarization		229	32
4. Relationships and Outcomes		303	42
5. Inferences and Generalizations		138	19
6. Point of View, Propaganda, and Fact and Nonfact		164	23
Number Tested: 718	Met Minimum Expectations	256	36
Texas Learning Index (TLI): X-60.6	Mastered All Objectives	23	3
MATHEMATICS			
Concepts			
1. Number Concepts		521	38
2. Algebraic/Mathematical Relations and Functions		515	38
3. Geometric Properties and Relationships		751	55
4. Measurement Concepts		542	40
5. Probability and Statistics		705	52
Operations			
6. Use of Addition to Solve Problems		711	52
7. Use of Subtraction to Solve Problems		568	42
8. Use of Multiplication to Solve Problems		266	19
9. Use of Division to Solve Problems		547	40
Problem Solving			
10. Problem Solving Using Estimation		629	46
11. Problem Solving Using Solution Strategies		236	17
12. Problem Solving Using Mathematical Representation		436	32
13. Evaluation of the Reasonableness of a Solution		563	41
Number Tested: 1365	Met Minimum Expectations	316	23
Texas Learning Index (TLI): X-59.1	Mastered All Objectives	7	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		86	12

Rating:	0	1	2	3	4
Number:	11	221	374	86	0
Percent:	2	32	54	12	0

		Number	Percent
5. Sentence Construction		85	12
6. English Usage		405	59
7. Use of Spelling, Capitalization, and Punctuation		103	15
Number Tested: 692	Met Minimum Expectations	195	28
Average Scale Score: 1431	Mastered All Objectives	12	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3892	100
Students Absent From All Tests	73	2
Students Exempt From All Tests: ARD	1254	32
Other Students Not Tested	806	21
Number of Students Tested	1759	45

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	434	25
Did Not Meet Minimum Expectations On:		
One Test Only	843	48
Two Tests Only	281	16
All Three Tests	201	11

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min E·p	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	25	718	36	X-60.6	15	1365	23	X-59.1	24	692	28	1431
Male	26	475	34	X-59.9	15	842	25	X-59.6	25	502	28	1427
Female	21	243	39	X-62.1	16	523	20	X-58.4	23	189	28	1443
No Information Provided	---	0	---	---	--	0	---	---	--	1	---	---
Native American	---	1	---	---	--	2	---	---	--	3	---	---
Asian	47	11	73	X-69.6	25	10	30	X-65.6	36	8	50	1488
African American	27	89	40	X-62.5	17	186	26	X-59.7	25	93	25	1422
Hispanic	17	304	30	X-59.4	14	482	15	X-56.9	20	250	25	1431
White	29	312	39	X-61.1	16	684	28	X-60.5	26	336	31	1432
No Information Provided	---	1	---	---	--	1	---	---	--	2	---	---
Economically Disadvantaged: Yes	20	324	31	X-58.9	13	486	19	X-57.8	22	283	26	1426
No	27	392	40	X-62.2	17	872	25	X-59.8	25	405	30	1435
No Information Provided	29	2	---	---	--	7	29	X-58.9	23	4	---	---
Title I, Part A: Participants	24	132	33	X-60.0	14	191	25	X-58.9	24	105	27	1442
Nonparticipants	25	582	36	X-60.8	16	1167	23	X-59.1	24	583	29	1430
No Information Provided	22	4	---	---	--	7	29	X-57.4	20	4	---	---
Migrant: Yes	20	24	38	X-59.3	13	29	17	X-56.1	20	18	33	1462
No	25	692	36	X-60.8	15	1331	23	X-59.2	24	671	28	1431
No Information Provided	20	2	---	---	--	5	20	X-54.0	15	3	---	---
Limited English Proficient: Yes	23	75	44	X-64.4	19	83	20	X-60.9	27	66	35	1457
No	25	641	35	X-60.3	15	1276	23	X-59.0	24	623	28	1429
No Information Provided	17	2	---	---	--	6	17	X-55.8	18	3	---	---
Bilingual: Participants	---	0	---	---	--	0	---	---	--	0	---	---
Nonparticipants	25	715	36	X-60.7	15	1359	23	X-59.1	24	689	28	1432
No Information Provided	17	3	---	---	--	6	17	X-56.0	18	3	---	---
ESL: Participants	22	56	38	X-62.5	16	61	23	X-60.8	27	50	28	1454
Nonparticipants	25	659	36	X-60.5	15	1298	23	X-59.0	24	639	28	1430
No Information Provided	17	3	---	---	--	6	17	X-56.0	18	3	---	---
Gifted-Talented: Participants	44	4	---	---	--	6	50	X-68.3	42	2	---	---
Nonparticipants	25	711	36	X-60.7	15	1353	23	X-59.1	24	687	28	1431
No Information Provided	17	3	---	---	--	6	17	X-53.3	15	3	---	---
At Risk: Yes	24	510	35	X-60.4	15	955	22	X-59.0	24	475	29	1431
No	27	207	37	X-61.4	16	405	25	X-59.3	24	215	27	1432
No Information Provided	20	1	---	---	--	5	20	X-54.4	16	2	---	---
Career/Technology Educ.: Participants	24	418	35	X-60.6	15	806	23	X-59.0	24	417	27	1429
Nonparticipants	25	296	36	X-60.6	15	549	23	X-59.3	24	270	30	1433
No Information Provided	20	4	---	---	--	10	20	X-60.2	26	5	40	1476
Oral Administration: Math	22	21	33	X-54.2	10	63	30	X-61.7	28	21	24	1413

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
COMPRENSION DE LECTURA		
1 Significado de palabras	276	50
2 Ideas complementarias	162	29
3 Resumenes	150	27
4 Relaciones y resultados	189	34
5 Inferencias y generalizaciones	181	33
6 Punto de vista, propaganda y hechos/no hechos	163	30
Number Tested: 552 — Met Minimum Expectations	156	28
Average Scale Score: 1441 — Mastered All Objectives	52	9
MATEMATICAS (MATHEMATICS)		
CONCEPTOS		
1 Conceptos numericos	321	53
2 Relaciones y funciones matemáticas/algebraicas	325	54
3 Propiedades y relaciones geometricas	359	60
4 Conceptos de medida	340	57
5 Probabilidad y estadistica	345	57
OPERACIONES		
6 Uso de la suma para resolver problemas	422	70
7 Uso de la resta para resolver problemas	210	35
8/9 Uso de la multiplicacion/division para resolver problemas	320	53
RESOLUCION DE PROBLEMAS		
10/13 Resolucion de problemas usando estimaciones/evaluacion de lo razonable	192	32
11 Uso de estrategias para solucionar problemas	195	32
12 Resolucion de problemas usando representaciones matematicas	284	47
Number Tested: 601 — Met Minimum Expectations	215	36
Average Scale Score: 1458 — Mastered All Objectives	65	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1222	100
Students Absent From All Tests	4	0
Students Exempt From All Tests: ARD	559	46
Students Exempt From All Tests: LEP	29	2
Other Students Not Tested	12	1
Number of Students Tested	618	51

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	138	22
Did Not Meet Minimum Expectations On:		
One Test Only	178	29
Both Tests	302	49

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Average Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Average Scale Score
All Special Education Students	22	552	28	1441	601	36	1458
Male	19	370	23	1426	401	35	1456
Female	29	181	39	1473	197	37	1463
No Information Provided	---	1	---	----	3	---	----
Native American	---	0	---	----	0	---	----
Asian	---	0	---	----	0	---	----
African American	---	0	---	----	1	---	----
Hispanic	22	551	28	1442	599	36	1458
White	---	1	---	----	1	---	----
No Information Provided	---	0	---	----	0	---	----
Economic Disadvantaged: Yes	22	540	28	1442	586	35	1457
No	27	12	33	1426	15	53	1485
No Information Provided	---	0	---	----	0	---	----
Title I, Part A: Participants	23	500	29	1443	548	36	1459
Nonparticipants	17	51	24	1425	52	38	1448
No Information Provided	---	1	---	----	1	---	----
Migrant: Yes	52	55	56	1545	59	64	1565
No	19	495	25	1430	540	33	1447
No Information Provided	---	2	---	----	2	---	----
Bilingual: Participants	23	541	28	1442	585	36	1459
Nonparticipants	20	8	25	1409	10	30	1430
No Information Provided	0	3	---	----	6	33	1433
ESL: Participants	---	1	---	----	1	---	----
Nonparticipants	22	546	28	1442	592	36	1458
No Information Provided	13	5	20	1410	8	38	1425
Gifted-Talented: Participants	100	5	100	1722	5	100	1706
Nonparticipants	22	546	27	1439	595	35	1456
No Information Provided	---	1	---	----	1	---	----
At Risk: Yes	23	536	29	1443	582	36	1459
No	6	15	7	1393	18	22	1446
No Information Provided	---	1	---	----	1	---	----
Oral Administration: Math	12	30	10	1373	73	23	1424

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
COMPRENSION DE LECTURA		
1 Significado de palabras	105	26
2 Ideas complementarias	97	24
3 Resumenes	30	8
4 Relaciones y resultados	72	18
5 Inferencias y generalizaciones	44	11
6 Punto de vista, propaganda y hechos/no hechos	95	24
Number Tested: 400 Average Scale Score: 1382		
Met Minimum Expectations	59	15
Mastered All Objectives	3	1
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1 Conceptos numéricos	203	45
2 Relaciones y funciones matemáticas/algebraicas	198	44
3 Propiedades y relaciones geometricas	269	60
4 Conceptos de medida	192	43
5 Probabilidad y estadistica	248	55
OPERACIONES		
6 Uso de la suma para resolver problemas	270	60
7 Uso de la resta para resolver problemas	136	30
8 Uso de la multiplicacion para resolver problemas	100	22
9 Uso de la division para resolver problemas	160	36
RESOLUCION DE PROBLEMAS		
10/13 Resolucion de problemas usando estimaciones/ evaluacion de lo razonable	62	14
11 Uso de estrategias para solucionar problemas	111	25
12 Resolucion de problemas usando representaciones matematicas	91	20
Number Tested: 450 Average Scale Score: 1422		
Met Minimum Expectations	107	24
Mastered All Objectives	17	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1037	100
Students Absent From All Tests	5	0
Students Exempt From All Tests: ARD	461	44
Students Exempt From All Tests: LEP	44	4
Other Students Not Tested	60	6
Number of Students Tested	467	45

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	53	11
Did Not Meet Minimum Expectations On:		
One Test Only	144	31
Both Tests	270	58

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Average Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Average Scale Score
All Special Education Students		11	400	15	1382	450	24	1422
Male		12	253	16	1377	289	26	1427
Female		10	147	14	1390	161	20	1412
No Information Provided		---	0	---	----	0	---	----
Native American		---	1	---	----	1	---	----
Asian		---	0	---	----	0	---	----
African American		---	0	---	----	0	---	----
Hispanic		11	397	15	1382	447	24	1422
White		---	1	---	----	1	---	----
No Information Provided		---	1	---	----	1	---	----
Economic Disadvantaged:	Yes	11	380	14	1382	430	23	1421
	No	20	19	21	1386	19	37	1449
	No Information Provided	---	1	---	----	1	---	----
Title I, Part A:	Participants	12	341	16	1382	390	25	1422
	Nonparticipants	5	38	8	1378	39	18	1427
	No Information Provided	5	21	14	1388	21	14	1403
Migrant:	Yes	15	31	16	1371	38	29	1446
	No	11	367	15	1383	410	23	1420
	No Information Provided	---	2	---	----	2	---	----
Bilingual:	Participants	11	398	15	1382	446	24	1422
	Nonparticipants	---	1	---	----	2	---	----
	No Information Provided	---	1	---	----	2	---	----
ESL:	Participants	---	0	---	----	0	---	----
	Nonparticipants	11	396	15	1382	445	24	1422
	No Information Provided	40	4	---	----	5	40	1426
Gifted-Talented:	Participants	9	11	9	1405	11	45	1469
	Nonparticipants	11	386	15	1381	435	23	1421
	No Information Provided	---	3	---	----	4	---	----
At Risk:	Yes	11	366	14	1378	408	23	1421
	No	15	32	28	1426	39	31	1446
	No Information Provided	---	2	---	----	3	---	----
Oral Administration:	Math	14	25	12	1378	58	26	1420

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ALGEBRA I TEXAS END-OF-COURSE
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	4057	32
2. Applications of Graphing	2237	17
3. Equations of Lines	1873	15
Equations and Inequalities		
4. Linear Equations/Inequalities	2287	18
5. Quadratic Equations	2905	23
6. Polynomials	4164	32
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	3033	24
9. One or Two Variable Situations	1729	13
10. Probability, Ratio and Proportion, Data Analysis	4269	33

Number Tested:	12854	Passed	1326	10
Average Scale Score:	1363	Mastered All Objectives	287	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	18257	100
Students Absent	1884	10
Students Exempt ARD	3425	19
Other Students Not Tested	94	1
Number of Students Tested	12854	70

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Special Education Students		12854	10	1363
Male		8822	11	1367
Female		4029	8	1353
No Information Provided		3	---	----
Native American		58	9	1368
Asian		104	22	1414
African American		1611	4	1322
Hispanic		3543	5	1335
White		7527	14	1384
No Information Provided		11	9	1366
Economically Disadvantaged:	Yes	4430	6	1338
	No	8369	13	1376
	No Information Provided	55	5	1344
Title I, Part A:	Participants	2075	5	1330
	Nonparticipants	10740	11	1369
	No Information Provided	39	5	1341
Migrant:	Yes	205	6	1339
	No	12596	10	1363
	No Information Provided	53	8	1351
Limited English Proficient:	Yes	748	4	1322
	No	12058	11	1365
	No Information Provided	48	8	1348
Bilingual:	Participants	2	---	----
	Nonparticipants	12810	10	1363
	No Information Provided	42	5	1346
ESL:	Participants	476	4	1321
	Nonparticipants	12341	11	1364
	No Information Provided	37	5	1353
Gifted-Talented:	Participants	178	63	1556
	Nonparticipants	12638	10	1360
	No Information Provided	38	5	1341
At Risk:	Yes	7560	7	1348
	No	5203	16	1385
	No Information Provided	91	8	1335
Career/Technology Ed.:	Participants	6948	8	1357
	Nonparticipants	5776	13	1370
	No Information Provided	130	8	1340
Oral Administration		172	8	1360

BIOLOGY I TEXAS END-OF-COURSE
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	5074	34
2. Patterns of Living Systems	3910	27
3. Ecology	5764	39
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	7134	48
5. Acquire and Organize Scientific Data	7986	54
6. Interpret and Communicate Scientific Data	10396	71
7. Make Inferences, Predictions, and Generalizations	9834	67
8. Design and Conduct Biological Investigations	7445	50
9. Apply Science to Daily Life	6494	44

Number Tested:	14746	Passed	6569	45
Average Scale Score:	1481	Mastered All Objectives	1033	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	20393	100
Students Absent	2296	11
Students Exempt-ARD	3236	16
Other Students Not Tested	98	0
Braille Version	17	0
Number of Students Tested	14746	72

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY I Number Tested	BIOLOGY I Percent Passing	BIOLOGY I Average Scale Score
All Special Education Students		14746	45	1481
Male		10120	49	1498
Female		4622	36	1445
No Information Provided		4	---	----
Native American		63	57	1483
Asian		96	46	1501
African American		2004	26	1397
Hispanic		4076	28	1403
White		8489	57	1539
No Information Provided		18	33	1441
Economically Disadvantaged:	Yes	5527	32	1419
	No	9155	52	1519
	No Information Provided	64	42	1459
Title I, Part A:	Participants	2030	30	1412
	Nonparticipants	12677	47	1493
	No Information Provided	39	41	1453
Migrant:	Yes	263	17	1340
	No	14422	45	1484
	No Information Provided	61	46	1479
Limited English Proficient:	Yes	690	17	1347
	No	14003	46	1488
	No Information Provided	53	47	1494
Bilingual:	Participants	6	17	1362
	Nonparticipants	14697	45	1481
	No Information Provided	43	47	1475
ESL:	Participants	434	16	1342
	Nonparticipants	14265	45	1486
	No Information Provided	47	40	1472
Gifted-Talented:	Participants	104	98	1822
	Nonparticipants	14589	44	1479
	No Information Provided	53	34	1435
At Risk:	Yes	8602	41	1460
	No	6072	50	1512
	No Information Provided	72	40	1464
Career/Technology Ed.:	Participants	8719	44	1478
	Nonparticipants	5911	46	1486
	No Information Provided	116	38	1459
Oral Administration		440	44	1480

Appendix D

The following Summary Reports include data for students in Grade 12 (not in special education) for the May 1997 administration of the exit level TAAS; this administration was for seniors only.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1 Word Meaning		1788	50
2 Supporting Ideas		2977	83
3 Summarization		1414	40
4 Relationships and Outcomes		1468	41
5 Inferences and Generalizations		717	20
6 Point of View, Propaganda, and Fact and Nonfact		1022	29
Number Tested: 3572	Met Minimum Expectations	1197	34
Texas Learning Index (TLI): X-61.6	Mastered All Objectives	189	5
MATHEMATICS			
Concepts			
1 Number Concepts		3672	41
2 Algebraic/Mathematical Relations and Functions		3659	41
3 Geometric Properties and Relationships		5806	66
4 Measurement Concepts		2903	33
5. Probability and Statistics		4617	52
Operations			
6 Use of Addition to Solve Problems		6469	73
7 Use of Subtraction to Solve Problems		4464	50
8 Use of Multiplication to Solve Problems		3290	37
9. Use of Division to Solve Problems		5591	63
Problem Solving			
10 Problem Solving Using Estimation		3229	36
11 Problem Solving Using Solution Strategies		2806	32
12 Problem Solving Using Mathematical Representation		3615	41
13 Evaluation of the Reasonableness of a Solution		4129	47
Number Tested: 8852	Met Minimum Expectations	2800	32
Texas Learning Index (TLI): X-63.6	Mastered All Objectives	124	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		412	14

Rating:	0	1	2	3	4
Number:	15	702	1839	403	9
Percent:	1	24	62	14	0

		Mastering Number	Mastering Percent
5 Sentence Construction		429	14
6 English Usage		996	34
7. Use of Spelling, Capitalization, and Punctuation		502	17
Number Tested: 2968	Met Minimum Expectations	820	28
Average Scale Score: 1439	Mastered All Objectives	63	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	12871	100
Students Absent From All Tests	166	1
Other Students Not Tested	1258	10
Number of Students Tested	11447	89

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	3547	31
Did Not Meet Minimum Expectations On:		
One Test Only	5869	51
Two Tests Only	1387	12
All Three Tests	644	6

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR	WRITING Number Tested	WRITING Pct Met Min Exp	WRITING Avg Scale Score
All Students Not In Special Education	31	3572	34	X-61.6	16	8852	32	X-63.6	32	2968	28	1439
Male	31	1560	33	X-60.9	15	3335	31	X-63.8	33	1571	29	1441
Female	31	2009	34	X-62.2	16	5511	32	X-63.6	32	1393	26	1437
No Information Provided	33	3	---	---	--	6	17	X-65.7	36	4	---	---
Native American	39	8	25	X-61.4	18	20	35	X-62.3	30	9	44	1516
Asian	27	212	29	X-59.3	13	142	34	X-63.8	33	186	24	1433
African American	32	609	40	X-64.5	19	2457	32	X-63.7	33	452	32	1457
Hispanic	27	2345	29	X-59.9	14	4567	29	X-62.6	30	1943	23	1422
White	42	321	59	X-69.8	30	1521	40	X-66.6	38	322	53	1519
No Information Provided	28	77	32	X-63.3	18	145	33	X-62.6	30	56	29	1426
Economically Disadvantaged: Yes	28	2090	30	X-60.3	14	3986	29	X-62.6	30	1610	23	1422
No	34	1397	39	X-63.6	19	4676	34	X-64.6	34	1286	33	1460
No Information Provided	28	85	40	X-64.2	19	190	29	X-62.2	30	72	32	1436
Title I, Part A: Participants	30	992	32	X-60.9	15	1896	32	X-63.4	32	773	23	1427
Nonparticipants	31	2484	34	X-61.9	16	6753	32	X-63.7	33	2116	29	1444
No Information Provided	29	96	36	X-63.6	18	203	30	X-62.4	30	79	28	1420
Migrant: Yes	27	248	30	X-59.2	13	356	28	X-61.8	29	181	14	1400
No	31	3242	34	X-61.8	16	8307	32	X-63.8	33	2721	29	1442
No Information Provided	28	82	39	X-63.8	18	189	30	X-62.2	30	66	27	1430
Limited English Proficient: Yes	19	1296	19	X-56.4	10	1325	21	X-60.3	26	1224	18	1410
No	34	2196	42	X-64.7	20	7344	34	X-64.3	34	1675	35	1460
No Information Provided	28	80	40	X-63.8	18	183	30	X-62.3	30	69	28	1430
Bilingual: Participants	60	6	50	X-68.8	24	5	60	X-66.8	39	3	---	---
Nonparticipants	31	3482	33	X-61.6	16	8661	32	X-63.7	32	2898	28	1439
No Information Provided	29	84	42	X-64.6	19	186	36	X-62.0	29	67	28	1435
ESL: Participants	17	1175	17	X-55.7	10	1101	20	X-59.9	26	1156	17	1405
Nonparticipants	34	2317	42	X-64.5	19	7571	33	X-64.2	34	1747	35	1461
No Information Provided	29	80	43	X-64.3	19	180	30	X-62.3	30	65	29	1440
Gifted Talented: Participants	38	25	36	X-65.1	23	53	38	X-66.6	38	18	39	1493
Nonparticipants	31	3465	33	X-61.5	16	8614	32	X-63.6	32	2886	27	1439
No Information Provided	30	82	41	X-64.5	19	185	32	X-62.7	31	64	33	1437
At Risk: Yes	30	2546	34	X-61.6	16	6521	31	X-63.4	32	1963	26	1435
No	33	950	32	X-61.6	16	2163	35	X-64.5	34	944	30	1446
No Information Provided	30	76	41	X-64.4	19	168	32	X-62.6	30	61	31	1444
Career/Technology Educ.: Participants	33	1438	36	X-62.0	16	4027	32	X-63.9	33	1178	29	1443
Nonparticipants	30	2028	32	X-61.3	16	4587	31	X-63.4	32	1705	27	1436
No Information Provided	29	106	40	X-64.1	19	238	32	X-63.1	32	85	27	1435
Special Ed. Status Not Provided	30	83	41	X-64.5	19	188	32	X-62.6	30	67	30	1434
Oral Administration: Math	58	9	44	X-63.9	17	39	59	X-69.9	46	7	29	1416

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION						
						1	2	3	4	5	6							1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education		11447	31	2	3572	50	83	40	41	20	29	34	5	X-61.6	28.8	16	2968	14	14	34	17	28	2	1439
Male		4743	31	2	1560	51	80	38	40	21	26	33	5	X-60.9	28.2	15	1571	13	15	38	17	29	2	1441
Female		6695	31	2	2009	49	86	41	42	20	31	34	6	X-62.2	29.3	16	1393	15	14	28	17	26	3	1437
No Information Provided		9	33	0	3	---	---	---	---	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
Native American		28	39	7	8	38	75	25	25	25	25	25	13	X-61.4	30.9	18	9	22	44	44	33	44	22	1516
Asian		375	27	2	212	29	82	43	41	14	25	29	3	X-59.3	26.5	13	186	13	13	19	16	24	1	1433
African American		2787	32	2	609	67	86	37	44	27	33	40	5	X-64.5	31.4	19	452	17	17	33	21	32	1	1457
Hispanic		6235	27	1	2345	44	83	39	38	16	25	29	3	X-59.9	26.9	14	1943	12	10	29	13	23	1	1422
White		1824	42	4	321	75	85	50	59	43	50	59	20	X-69.8	38.7	30	322	23	37	66	36	53	11	1519
No Information Provided		198	28	2	77	62	83	38	39	19	32	32	5	X-63.3	30.7	18	56	5	25	41	16	29	2	1426
Economically Disadvantaged	Free Meals	4795	27	1	1885	45	83	38	38	17	25	29	4	X-60.0	26.9	14	1458	12	10	25	13	22	1	1420
	Reduced Meals	461	31	1	136	55	83	46	48	24	26	38	4	X-62.6	29.5	17	104	15	12	38	16	29	0	1450
	Other	171	35	3	69	54	87	51	48	22	29	38	3	X-63.7	30.4	18	48	10	4	33	10	29	0	1445
	No	5767	34	3	1397	56	84	41	44	24	33	39	8	X-63.6	31.1	19	1286	16	20	42	22	33	4	1460
	No Information Provided	253	28	1	85	62	80	36	40	27	36	40	5	X-64.2	31.1	19	72	7	21	50	21	32	1	1436
Title I, Part A	Schoolwide Program Participants	2362	30	2	919	45	86	39	41	17	26	32	4	X-60.7	27.7	15	708	13	13	26	14	24	1	1431
	Targeted Assistance Participants	231	29	0	73	47	78	53	42	16	19	38	0	X-62.6	29.2	16	65	12	6	25	5	17	0	1382
	Nonparticipants (Previous Participants)	11	27	0	2	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
	Homeless Participants at Non Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	8571	31	2	2482	52	83	39	41	21	29	34	6	X-61.9	29.1	16	2115	15	15	36	18	29	3	1444
	No Information Provided	272	29	1	96	57	81	45	39	26	33	36	4	X-63.6	30.5	18	79	6	18	43	16	28	1	1420
Migrant	Yes	527	27	1	248	40	79	39	35	17	24	30	2	X-59.2	26.3	13	181	8	7	24	8	14	1	1400
	No	10674	31	2	3242	51	84	40	42	20	29	34	6	X-61.8	29.0	16	2721	14	15	34	17	29	2	1442
	No Information Provided	246	28	1	82	56	82	40	38	27	34	39	4	X-63.8	30.7	18	66	6	21	42	17	27	2	1430
Limited English Proficient	Yes	2372	19	1	1296	30	81	34	31	11	19	19	1	X-56.4	23.4	10	1224	10	8	21	10	18	0	1410
	No	8834	34	2	2196	61	85	43	47	25	34	42	8	X-64.7	32.0	20	1675	17	19	42	22	35	3	1460
	No Information Provided	241	28	0	80	55	80	41	39	28	34	40	4	X-63.8	30.8	18	69	6	20	43	17	28	1	1430
Bilingual/ESL Program	Bilingual	10	60	0	6	67	83	50	100	33	50	50	17	X-68.8	35.0	24	3	---	---	---	---	---	---	---
	ESL	2060	17	1	1175	29	80	34	30	9	18	17	1	X-55.7	22.8	10	1156	9	8	20	10	17	0	1405
	Neither	9129	34	2	2306	60	85	42	47	25	34	42	8	X-64.5	31.8	19	1741	17	19	42	21	34	3	1461
	No Information Provided	232	29	1	78	59	81	42	41	28	35	42	4	X-64.6	31.5	19	62	5	23	44	19	29	2	1437
Gifted-Talented Program	Participants	74	38	3	25	48	92	40	64	28	36	36	16	X-65.1	34.3	23	18	22	22	33	22	39	6	1493
	Nonparticipants	11132	31	2	3465	50	83	40	41	20	28	33	5	X-61.5	28.7	16	2886	14	14	33	17	27	2	1439
	No Information Provided	241	30	1	82	59	82	41	41	27	37	41	5	X-64.5	31.4	19	64	6	22	45	19	33	2	1437
At Risk	Yes	8303	30	2	2546	50	84	38	42	20	28	34	5	X-61.6	28.6	16	1963	13	13	32	16	26	1	1435
	No	2923	33	3	950	48	83	43	40	18	29	32	7	X-61.6	29.2	16	944	16	17	35	18	30	4	1446
	No Information Provided	221	30	1	76	59	80	38	41	30	34	41	5	X-64.4	31.6	19	61	7	26	48	21	31	2	1444
Career/Technology Education	Elective	3772	33	2	1090	50	84	40	41	19	28	34	5	X-61.6	28.7	16	900	15	14	32	16	29	1	1443
	Coherent Sequence	974	32	1	268	59	82	41	48	25	31	42	4	X-63.2	30.3	18	214	14	13	39	17	28	3	1440
	Tech Prep	333	33	0	80	55	81	44	44	25	25	38	3	X-62.6	29.1	16	64	14	16	34	20	30	0	1452
	No	6060	30	2	2028	48	84	39	40	19	28	32	6	X-61.3	28.6	16	1705	13	14	33	17	27	3	1436
	No Information Provided	308	29	2	106	56	82	40	42	26	37	40	7	X-64.1	31.5	19	85	8	20	44	18	27	1	1435

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS	CONCEPTS 1	2	3	4	5	OPERATIONS 6	7	8	9	PROBLEM SOLVING 10	11	12	13					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students Not In Special Education		11447	31	2	8852	41	41	66	33	52	73	50	37	63	36	32	41	47	32	1	X-63.6	40.4	32
Male		4743	31	2	3335	43	40	66	39	48	74	54	35	60	42	30	39	48	31	2	X-63.8	40.5	33
Female		6695	31	2	5511	40	42	65	29	55	73	48	39	65	33	33	42	46	32	1	X-63.6	40.3	32
No Information Provided		9	33	0	6	67	50	67	17	67	83	50	50	100	17	33	50	67	17	0	X-65.7	42.2	36
Native American		28	39	7	20	50	30	80	20	45	80	55	40	60	30	30	45	50	35	5	X-62.3	39.0	30
Asian		375	27	2	142	37	52	70	40	49	68	53	46	58	32	33	37	50	34	1	X-63.8	40.7	33
African American		2787	32	2	2457	40	43	66	27	56	73	49	41	65	32	35	41	46	32	2	X-63.7	40.6	33
Hispanic		6235	27	1	4567	40	38	63	33	49	69	49	35	63	36	29	38	44	29	1	X-62.6	39.2	30
White		1824	42	4	1521	50	46	72	42	57	85	56	38	61	46	36	49	56	40	2	X-66.6	43.8	38
No Information Provided		198	28	2	145	39	41	57	35	45	68	48	37	62	39	30	38	48	33	3	X-62.6	39.2	30
Economically Disadvantaged	Free Meals	4795	27	1	3496	40	38	64	30	49	67	49	35	64	33	29	38	43	28	1	X-62.4	38.9	30
	Reduced Meals	461	31	1	372	44	44	64	34	55	74	52	37	65	33	32	40	43	32	0	X-63.7	40.3	32
	Other	171	35	3	118	42	45	67	38	57	68	49	41	68	36	31	46	52	36	3	X-64.5	41.3	34
	No	5767	34	3	4676	43	44	67	35	54	78	52	39	62	39	34	43	50	34	2	X-64.6	41.5	34
	No Information Provided	253	28	1	190	36	39	61	37	45	68	45	36	63	38	28	40	52	29	3	X-62.2	38.8	30
Title I, Part A	Schoolwide Program Participants	2362	30	2	1726	41	41	66	34	53	68	51	41	67	30	32	40	45	32	2	X-63.5	40.1	32
	Targeted Assistance Participants	231	29	0	170	38	36	59	37	55	69	50	44	54	34	34	36	41	31	1	X-62.9	39.6	31
	Nonparticipants (Previous Participants)	11	27	0	11	36	36	55	45	45	45	64	36	82	36	27	36	45	27	0	X-62.3	38.3	29
	Homeless Participants at Non Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	8571	31	2	6742	42	42	66	32	52	75	50	36	62	38	32	41	47	32	1	X-63.7	40.5	33
	No Information Provided	272	29	1	203	37	36	61	38	44	66	45	37	62	39	31	37	52	30	2	X-62.4	38.9	30
Migrant:	Yes	527	27	1	356	37	35	64	36	49	63	53	37	67	30	24	33	41	28	1	X-61.8	38.2	29
	No	10674	31	2	8307	42	42	66	33	52	74	50	37	63	37	32	41	47	32	1	X-63.8	40.5	33
	No Information Provided	246	28	1	189	37	37	59	38	46	68	44	33	63	40	29	39	51	30	2	X-62.2	38.8	30
Limited English Proficient:	Yes	2372	19	1	1325	33	36	60	30	39	56	48	33	61	33	24	33	42	21	1	X-60.3	36.5	26
	No	8834	34	2	7344	43	42	67	33	55	76	51	38	64	37	33	42	47	34	2	X-64.3	41.1	34
	No Information Provided	241	28	0	183	37	38	60	38	43	66	45	33	62	42	29	39	51	30	2	X-62.3	38.8	30
Bilingual/ESL Program	Bilingual	10	60	0	5	80	40	40	40	60	80	60	20	80	40	60	20	40	60	0	X-66.8	44.0	39
	ESL	2060	17	1	1101	31	35	60	30	38	55	48	32	60	33	22	31	41	20	1	X-59.9	36.1	26
	Neither	9129	34	2	7558	43	42	67	33	54	76	51	38	64	37	33	42	47	33	1	X-64.2	41.1	34
	No Information Provided	232	29	1	176	38	39	59	38	44	68	45	34	62	41	29	39	52	30	2	X-62.4	39.0	30
Gifted-Talented Program:	Participants	74	38	3	53	51	34	70	28	58	85	58	43	58	38	32	53	60	38	4	X-66.6	43.8	38
	Nonparticipants	11132	31	2	8614	41	41	66	33	52	73	50	37	63	36	32	41	46	32	1	X-63.6	40.4	32
	No Information Provided	241	30	1	185	39	39	59	38	43	69	46	35	64	41	31	39	54	32	2	X-62.7	39.3	31
At Risk	Yes	8303	30	2	6521	41	40	65	32	52	73	50	36	63	36	31	40	46	31	1	X-63.4	40.1	32
	No	2923	33	3	2163	43	45	67	35	53	75	52	41	64	38	34	43	49	35	3	X-64.5	41.5	34
	No Information Provided	221	30	1	168	36	41	58	37	44	68	48	33	62	42	29	40	55	32	2	X-62.6	39.2	30
Career/Technology Education	Elective	3772	33	2	2991	42	42	66	34	53	74	50	38	64	35	32	41	46	32	1	X-63.8	40.6	33
	Coherent Sequence	974	32	1	761	42	41	67	31	53	75	51	37	65	39	34	42	46	32	1	X-64.0	40.8	33
	Tech Prep	333	33	0	275	47	42	67	29	60	74	43	36	63	35	37	43	44	33	0	X-64.1	40.7	33
	No	6060	30	2	4587	41	41	66	32	51	73	51	37	63	37	31	41	47	31	2	X-63.4	40.2	32
	No Information Provided	308	29	2	238	37	41	61	39	45	69	46	35	62	42	30	40	53	32	3	X-63.1	39.9	32

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION
SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE	12-EXIT LEVEL	REPORT DATE	MAY 1997
DISTRICT	STATEWIDE	DATE OF TESTING	MAY 1997
CAMPUS			

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	9
Lacked language control	0	380
Lacked organization/structure	0	194
Lacked support/elaboration	0	572
Drifted from specified purpose	0	67
Used wrong purpose	0	2
Drifted from specified topic	0	4
Wrote off topic	0	
No writing attempted	10	
Indecipherable response	2	
Insufficient response to specified task	3	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	15	702	1839	403	9	2968
PERCENT:	1	24	62	14	0	

Appendix E

The following Summary Reports include data for special-education students in Grade 12 for the May 1997 administration of the exit level TAAS; this administration was for seniors only.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		110	57
2. Supporting Ideas		112	58
3. Summarization		64	33
4. Relationships and Outcomes		73	38
5. Inferences and Generalizations		35	18
6. Point of View, Propaganda, and Fact and Nonfact		54	28
Number Tested: 192	Met Minimum Expectations	62	32
Texas Learning Index (TLI): X-58.5	Mastered All Objectives	7	4
MATHEMATICS			
Concepts			
1. Number Concepts		166	36
2. Algebraic/Mathematical Relations and Functions		144	31
3. Geometric Properties and Relationships		213	46
4. Measurement Concepts		135	29
5. Probability and Statistics		169	36
Operations			
6. Use of Addition to Solve Problems		300	65
7. Use of Subtraction to Solve Problems		195	42
8. Use of Multiplication to Solve Problems		112	24
9. Use of Division to Solve Problems		180	39
Problem Solving			
10. Problem Solving Using Estimation		181	39
11. Problem Solving Using Solution Strategies		105	23
12. Problem Solving Using Mathematical Representation		125	27
13. Evaluation of the Reasonableness of a Solution		190	41
Number Tested: 465	Met Minimum Expectations	78	17
Texas Learning Index (TLI): X-58.5	Mastered All Objectives	2	0
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		21	10

Rating:	0	1	2	3	4
Number:	1	80	103	21	0
Percent:	0	39	50	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		22	11
6. English Usage		81	40
7. Use of Spelling, Capitalization, and Punctuation		16	8
Number Tested: 205	Met Minimum Expectations	41	20
Average Scale Score: 1414	Mastered All Objectives	1	0

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1836	100
Students Absent From All Tests	21	1
Students Exempt From All Tests: ARD	506	28
Other Students Not Tested	695	38
Number of Students Tested	614	33

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	121	20
Did Not Meet Minimum Expectations On:		
One Test Only	348	57
Two Tests Only	102	17
All Three Tests	43	7

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R W M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students		20	192	32	X-58.5	12	465	17	X-58.5	23	205	20	1414
Male		19	125	30	X-56.6	11	269	16	X-57.9	22	143	17	1404
Female		21	67	37	X-62.0	16	196	18	X-59.3	25	62	26	1435
No Information Provided		---	0	---	---	--	0	---	---	--	0	---	---
Native American		---	1	---	---	--	2	---	---	--	0	---	---
Asian		14	2	---	---	--	5	0	X-55.8	19	2	---	---
African American		25	26	38	X-62.1	16	68	19	X-58.1	23	24	25	1423
Hispanic		19	86	26	X-56.8	11	179	18	X-58.5	23	82	17	1417
White		19	76	38	X-59.2	13	210	15	X-58.6	23	95	20	1403
No Information Provided		---	1	---	---	--	1	---	---	--	2	---	---
Economically Disadvantaged:	Yes	18	88	27	X-57.0	11	163	13	X-57.4	21	91	23	1422
	No	20	103	36	X-59.6	13	299	19	X-59.0	24	112	17	1404
	No Information Provided	---	1	---	---	--	3	---	---	--	2	---	---
Title I, Part A:	Participants	20	38	26	X-56.6	11	69	19	X-58.4	23	35	26	1434
	Nonparticipants	19	152	34	X-58.8	12	394	16	X-58.5	23	166	18	1407
	No Information Provided	40	2	---	---	--	2	---	---	--	4	---	---
Migrant:	Yes	17	10	20	X-57.5	12	17	12	X-55.1	18	9	22	1381
	No	20	181	33	X-58.5	12	446	17	X-58.6	23	193	20	1414
	No Information Provided	---	1	---	---	--	2	---	---	--	3	---	---
Limited English Proficient:	Yes	20	19	11	X-56.5	11	35	17	X-60.5	26	24	25	1453
	No	20	172	34	X-58.6	12	427	17	X-58.3	23	178	19	1407
	No Information Provided	---	1	---	---	--	3	---	---	--	3	---	---
Bilingual:	Participants	---	0	---	---	--	0	---	---	--	0	---	---
	Nonparticipants	19	190	32	X-58.4	12	461	16	X-58.4	23	200	19	1410
	No Information Provided	50	2	---	---	--	4	---	---	--	5	60	1582
ESL:	Participants	20	17	12	X-51.5	7	27	11	X-56.7	20	21	29	1466
	Nonparticipants	20	173	34	X-59.0	13	434	17	X-58.5	23	180	18	1405
	No Information Provided	40	2	---	---	--	4	---	---	--	4	---	---
Gifted Talented:	Participants	67	3	---	---	--	2	---	---	--	3	---	---
	Nonparticipants	19	188	32	X-58.3	12	461	16	X-58.4	23	199	19	1409
	No Information Provided	---	1	---	---	--	2	---	---	--	3	---	---
At Risk:	Yes	20	143	29	X-57.4	11	344	17	X-58.6	23	142	21	1412
	No	20	48	42	X-61.4	15	118	15	X-57.9	22	60	17	1414
	No Information Provided	---	1	---	---	--	3	---	---	--	3	---	---
Career/Technology Educ.:	Participants	18	110	34	X-58.2	12	271	15	X-57.9	22	118	22	1408
	Nonparticipants	21	81	30	X-58.6	13	190	19	X-59.3	25	84	17	1417
	No Information Provided	20	1	---	---	--	4	---	---	--	3	---	---
Oral Administration:	Math	5	5	20	X-51.6	8	21	5	X-58.5	23	4	---	---

Appendix F

The following Summary Reports include data for students in Grades 10 through 12 (not in special education) for the October 1996 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2994	60
2. Supporting Ideas		3573	72
3. Summarization		1657	33
4. Relationships and Outcomes		2342	47
5. Inferences and Generalizations		1311	26
6. Point of View, Propaganda, and Fact and Nonfact		1621	33
Number Tested: **4981**	Met Minimum Expectations	1896	38
Texas Learning Index (TLI): **X-61.6**	Mastered All Objectives	496	10
MATHEMATICS			
Concepts			
1. Number Concepts		2933	41
2. Algebraic/Mathematical Relations and Functions		2957	41
3. Geometric Properties and Relationships		3294	46
4. Measurement Concepts		2275	32
5. Probability and Statistics		3080	43
Operations			
6. Use of Addition to Solve Problems		4135	58
7. Use of Subtraction to Solve Problems		3309	46
8. Use of Multiplication to Solve Problems		1816	25
9. Use of Division to Solve Problems		3036	42
Problem Solving			
10. Problem Solving Using Estimation		3300	46
11. Problem Solving Using Solution Strategies		1418	20
12. Problem Solving Using Mathematical Representation		1846	26
13. Evaluation of the Reasonableness of a Solution		2811	39
Number Tested: **7170**	Met Minimum Expectations	1463	20
Texas Learning Index (TLI): **X-58.3**	Mastered All Objectives	120	2
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		687	16

Rating:	0	1	2	3	4
Number:	82	1104	2397	658	29
Percent:	2	26	56	15	1

		Mastering Number	Mastering Percent
5. Sentence Construction		1012	24
6. English Usage		2533	59
7. Use of Spelling, Capitalization, and Punctuation		1279	30
Number Tested: **4270**	Met Minimum Expectations	1757	41
Average Scale Score: **1464**	Mastered All Objectives	195	5

ADMINISTRATION SUMMARY	**Number**	**Percent**
Total Answer Documents Submitted	10378	100
Students Absent From All Tests	977	9
Other Students Not Tested	1121	11
Number of Students Tested	8280	80

MINIMUM EXPECTATIONS SUMMARY	**Number**	**Percent**
Met Minimum Expectations On All Tests Taken	1689	20
Did Not Meet Minimum Expectations On:		
One Test Only	3336	40
Two Tests Only	1796	22
All Three Tests	1459	18

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	20	4981	38	X-61.6	17	7170	20	X-58.3	23	4270	41	1464
Male	22	2783	38	X-60.8	16	3904	23	X-59.1	24	2561	38	1454
Female	18	2196	39	X-62.6	18	3263	17	X-57.2	21	1706	45	1479
No Information Provided	40	2	---	---	--	3	---	---	--	3	---	---
Native American	21	17	41	X-65.2	21	22	23	X-56.8	21	13	38	1439
Asian	18	113	27	X-54.1	10	125	18	X-57.4	22	112	28	1400
African American	14	1017	33	X-60.4	15	1465	14	X-55.3	18	851	38	1462
Hispanic	17	2676	33	X-59.4	14	3712	17	X-57.0	21	2284	37	1446
White	33	1089	56	X-68.9	29	1764	33	X-63.5	32	943	56	1520
No Information Provided	23	69	42	X-61.6	16	82	22	X-58.2	23	67	37	1452
Economically Disadvantaged: Yes	15	2304	30	X-58.5	13	3068	15	X-56.2	19	1954	35	1442
No	25	2541	45	X-64.4	21	3921	25	X-59.9	26	2200	47	1485
No Information Provided	20	136	41	X-62.0	17	181	19	X-58.6	24	116	39	1458
Title I, Part A: Participants	15	1008	31	X-59.2	14	1329	17	X-56.5	20	852	38	1453
Nonparticipants	22	3837	40	X-62.2	18	5664	21	X-58.7	23	3295	42	1468
No Information Provided	20	136	43	X-62.6	18	177	19	X-58.5	24	123	38	1452
Migrant: Yes	13	221	27	X-56.5	11	278	14	X-56.3	20	196	32	1436
No	21	4626	38	X-61.8	17	6710	21	X-58.3	23	3953	42	1466
No Information Provided	22	134	43	X-62.4	18	182	20	X-59.1	25	121	42	1464
Limited English Proficient: Yes	6	830	14	X-50.4	7	884	9	X-52.3	14	749	16	1362
No	22	3985	43	X-63.8	20	6058	22	X-59.1	24	3378	47	1488
No Information Provided	23	166	42	X-63.8	20	228	22	X-58.7	24	143	40	1455
Bilingual: Participants	40	3	---	---	--	5	40	X-59.6	23	4	---	---
Nonparticipants	20	4843	38	X-61.6	17	6988	20	X-58.3	23	4145	41	1465
No Information Provided	20	135	41	X-62.5	18	177	18	X-58.4	23	121	40	1460
ESL: Participants	5	709	13	X-49.4	6	729	8	X-51.4	13	649	13	1348
Nonparticipants	22	4134	42	X-63.7	19	6264	22	X-59.1	24	3499	46	1486
No Information Provided	20	138	41	X-62.4	18	177	18	X-58.3	23	122	42	1461
Gifted-Talented: Participants	40	28	79	X-78.8	55	50	34	X-65.5	38	31	58	1526
Nonparticipants	20	4823	38	X-61.5	17	6949	20	X-58.2	23	4121	41	1464
No Information Provided	21	130	44	X-62.7	18	171	19	X-58.5	24	118	42	1466
At Risk: Yes	19	3551	36	X-61.0	16	5210	19	X-57.8	22	3035	41	1466
No	25	1313	43	X-63.0	19	1816	25	X-59.5	25	1129	42	1460
No Information Provided	22	117	45	X-63.9	20	144	19	X-58.9	25	106	43	1474
Career/Technology Educ.: Participants	21	2029	39	X-61.8	17	3014	21	X-58.6	23	1745	42	1473
Nonparticipants	20	2766	38	X-61.4	17	3897	20	X-58.0	22	2351	40	1458
No Information Provided	22	186	39	X-62.7	18	259	21	X-58.0	23	174	43	1459
Special Ed. Status Not Provided	20	120	41	X-61.7	16	160	18	X-58.7	24	110	41	1465
Oral Administration: Math	50	4	---	---	--	5	40	X-63.0	31	3	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		25465	66
2. Supporting Ideas		31262	82
3. Summarization		17232	45
4. Relationships and Outcomes		22580	59
5. Inferences and Generalizations		13146	34
6. Point of View, Propaganda, and Fact and Nonfact		15500	40
Number Tested: 38351	Met Minimum Expectations	18915	49
Texas Learning Index (TLI): X-67.2	Mastered All Objectives	6328	17
MATHEMATICS			
Concepts			
1. Number Concepts		31173	51
2. Algebraic/Mathematical Relations and Functions		32824	53
3. Geometric Properties and Relationships		34273	56
4. Measurement Concepts		25226	41
5. Probability and Statistics		34513	56
Operations			
6. Use of Addition to Solve Problems		43527	71
7. Use of Subtraction to Solve Problems		34862	57
8. Use of Multiplication to Solve Problems		20010	32
9. Use of Division to Solve Problems		32730	53
Problem Solving			
10. Problem Solving Using Estimation		31497	51
11. Problem Solving Using Solution Strategies		18950	31
12. Problem Solving Using Mathematical Representation		23310	38
13. Evaluation of the Reasonableness of a Solution		31331	51
Number Tested: 61608	Met Minimum Expectations	19837	32
Texas Learning Index (TLI): X-63.5	Mastered All Objectives	2168	4
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		7099	24

Rating:	0	1	2	3	4
Number:	258	5528	16872	6645	454
Percent:	1	19	57	22	2

		Mastering Number	Mastering Percent
5. Sentence Construction		9871	33
6. English Usage		19127	64
7. Use of Spelling, Capitalization, and Punctuation		11093	37
Number Tested: 29757	Met Minimum Expectations	15807	53
Average Scale Score: 1510	Mastered All Objectives	2688	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	79379	100
Students Absent From All Tests	1866	2
Other Students Not Tested	4119	5
Number of Students Tested	73394	92

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	24296	33
Did Not Meet Minimum Expectations On:		
One Test Only	30407	41
Two Tests Only	11323	15
All Three Tests	7368	10

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	33	38351	49	X-67.2	25	61608	32	X-63.5	32	29757	53	1510
Male	36	18747	49	X-66.9	25	27636	36	X-64.4	35	16221	51	1502
Female	30	19567	49	X-67.4	25	33925	29	X-62.7	31	13504	55	1519
No Information Provided	41	37	65	X-74.5	41	47	51	X-68.6	44	32	78	1585
Native American	37	98	64	X-72.3	37	161	40	X-65.2	36	82	52	1519
Asian	34	1299	42	X-64.1	21	1217	43	X-66.6	41	1109	43	1483
African American	25	7047	46	X-66.1	22	12688	24	X-60.9	27	5302	52	1503
Hispanic	25	18578	38	X-62.9	18	26655	25	X-61.2	28	14024	42	1467
White	48	10838	70	X-75.2	43	20289	46	X-67.8	42	8783	73	1582
No Information Provided	37	491	65	X-73.4	41	598	41	X-65.1	37	457	62	1542
Economically Disadvantaged: Yes	25	16903	37	X-62.6	17	23829	24	X-61.0	28	12441	41	1467
No	38	20606	59	X-70.7	32	36752	37	X-65.0	36	16544	62	1540
No Information Provided	38	842	64	X-73.4	40	1027	42	X-65.3	38	772	61	1540
Title I, Part A: Participants	25	8197	38	X-62.9	18	11130	25	X-61.2	28	5979	43	1476
Nonparticipants	35	29364	52	X-68.2	27	49540	34	X-63.9	34	23067	55	1517
No Information Provided	36	790	61	X-72.3	38	938	41	X-65.2	37	711	60	1535
Migrant: Yes	24	1615	32	X-60.6	15	1942	26	X-61.0	28	1172	37	1450
No	33	35974	50	X-67.4	26	58746	32	X-63.5	33	27897	54	1512
No Information Provided	35	762	61	X-72.0	37	920	40	X-64.8	36	688	59	1531
Limited English Proficient: Yes	12	7058	22	X-56.0	10	6988	17	X-57.6	22	6064	22	1403
No	36	30458	55	X-69.6	29	53527	34	X-64.2	34	22954	61	1537
No Information Provided	37	835	61	X-71.9	36	1093	40	X-64.8	36	739	58	1527
Bilingual: Participants	26	53	34	X-60.8	16	57	26	X-61.6	29	36	36	1478
Nonparticipants	33	37507	49	X-67.1	25	60602	32	X-63.4	32	29011	53	1509
No Information Provided	34	791	58	X-70.9	35	949	39	X-64.3	35	710	57	1523
ESL: Participants	11	6077	20	X-54.9	10	5920	18	X-57.4	22	5454	19	1393
Nonparticipants	36	31498	55	X-69.4	29	54751	34	X-64.1	34	23606	61	1536
No Information Provided	35	776	59	X-71.3	35	937	39	X-64.5	36	697	58	1526
Gifted-Talented: Participants	63	523	78	X-80.8	64	970	58	X-71.3	52	450	82	1692
Nonparticipants	33	37082	49	X-66.9	24	59732	32	X-63.3	32	28637	53	1506
No Information Provided	37	746	62	X-72.6	39	906	41	X-65.0	37	670	60	1537
At Risk: Yes	28	23550	43	X-64.6	20	38989	27	X-62.0	29	17038	48	1488
No	42	14085	60	X-71.1	34	21750	42	X-66.0	38	12073	60	1539
No Information Provided	38	716	63	X-72.9	39	869	42	X-65.4	38	646	59	1536
Career/Technology Educ.: Participants	33	17329	49	X-67.0	24	29020	32	X-63.4	32	12848	53	1508
Nonparticipants	33	19871	49	X-67.1	26	31183	32	X-63.4	33	15865	53	1509
No Information Provided	35	1151	61	X-71.8	37	1405	39	X-64.8	36	1044	58	1530
Special Ed. Status Not Provided	37	750	62	X-72.6	38	905	41	X-65.0	37	677	61	1537
Oral Administration: Math	20	47	21	X-55.9	10	89	21	X-59.5	25	36	28	1438

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		8473	61
2. Supporting Ideas		11793	85
3. Summarization		6237	45
4. Relationships and Outcomes		8452	61
5. Inferences and Generalizations		4169	30
6. Point of View, Propaganda, and Fact and Nonfact		5234	38
Number Tested: **13825**	Met Minimum Expectations	6287	45
Texas Learning Index (TLI): X-66.7	Mastered All Objectives	2186	16
MATHEMATICS			
Concepts			
1. Number Concepts		14816	57
2. Algebraic/Mathematical Relations and Functions		14303	55
3. Geometric Properties and Relationships		15530	59
4. Measurement Concepts		11786	45
5. Probability and Statistics		16148	62
Operations			
6. Use of Addition to Solve Problems		20225	77
7. Use of Subtraction to Solve Problems		16232	62
8. Use of Multiplication to Solve Problems		9266	35
9. Use of Division to Solve Problems		15408	59
Problem Solving			
10. Problem Solving Using Estimation		13063	50
11. Problem Solving Using Solution Strategies		9124	35
12. Problem Solving Using Mathematical Representation		10790	41
13. Evaluation of the Reasonableness of a Solution		14169	54
Number Tested: **26210**	Met Minimum Expectations	9738	37
Texas Learning Index (TLI): X-65.2	Mastered All Objectives	1055	4
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		2353	23

Rating:	0	1	2	3	4
Number:	69	1795	5986	2163	190
Percent:	1	18	59	21	2

		Mastering Number	Mastering Percent
5. Sentence Construction		3145	31
6. English Usage		5992	59
7. Use of Spelling, Capitalization, and Punctuation		3491	34
Number Tested: **10203**	Met Minimum Expectations	4953	49
Average Scale Score: **1505**	Mastered All Objectives	943	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	34562	100
Students Absent From All Tests	495	1
Other Students Not Tested	1936	6
Number of Students Tested	32131	93

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11341	35
Did Not Meet Minimum Expectations On:		
One Test Only	14411	45
Two Tests Only	4288	13
All Three Tests	2091	7

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		35	13825	45	X-66.7	25	26210	37	X-65.2	36	10203	49	1505
Male		38	6217	46	X-66.8	25	10816	41	X-66.2	38	5366	48	1501
Female		33	7591	45	X-66.5	24	15371	35	X-64.6	35	4818	49	1510
No Information Provided		39	17	47	X-67.3	30	23	48	X-67.3	42	19	47	1496
Native American		37	49	55	X-70.6	37	95	40	X-65.7	38	56	70	1547
Asian		35	667	42	X-64.4	21	494	50	X-69.1	47	541	44	1495
African American		31	2542	44	X-66.6	23	6197	32	X-63.6	32	1665	49	1502
Hispanic		29	7341	34	X-62.3	17	11889	30	X-63.4	32	4987	33	1453
White		51	2970	74	X-77.7	51	7191	51	X-69.4	46	2726	77	1601
No Information Provided		36	256	59	X-71.5	37	344	39	X-65.9	39	228	57	1538
Economically Disadvantaged:	Yes	28	6473	33	X-62.0	16	10136	29	X-63.1	31	4155	33	1454
	No	41	6890	56	X-70.7	33	15475	42	X-66.6	39	5644	59	1540
	No Information Provided	39	462	65	X-73.3	41	599	43	X-67.2	42	404	62	1552
Title I, Part A:	Participants	29	3176	34	X-62.5	17	4781	31	X-63.7	33	1987	33	1460
	Nonparticipants	37	10148	48	X-67.8	27	20778	38	X-65.6	37	7781	52	1515
	No Information Provided	37	501	60	X-71.3	36	651	42	X-66.5	41	435	58	1533
Migrant:	Yes	26	735	28	X-60.4	14	894	28	X-62.5	30	405	25	1431
	No	36	12647	46	X-66.8	25	24734	37	X-65.3	36	9406	49	1507
	No Information Provided	39	443	64	X-72.5	39	582	42	X-66.8	41	392	61	1542
Limited English Proficient:	Yes	20	3573	25	X-58.8	13	3274	24	X-61.3	28	2791	22	1420
	No	38	9815	52	X-69.3	29	22322	39	X-65.8	37	7024	58	1537
	No Information Provided	39	437	64	X-72.4	39	614	42	X-66.6	41	388	61	1545
Bilingual:	Participants	29	21	19	X-60.0	15	28	29	X-63.9	34	13	46	1460
	Nonparticipants	35	13359	45	X-66.5	24	25604	37	X-65.2	36	9799	48	1504
	No Information Provided	38	445	62	X-71.7	37	578	41	X-66.4	40	391	59	1534
ESL:	Participants	18	3119	25	X-58.3	12	2692	23	X-60.9	28	2609	21	1417
	Nonparticipants	38	10276	51	X-69.0	29	22961	39	X-65.7	37	7220	58	1535
	No Information Provided	38	430	62	X-72.0	38	557	41	X-66.7	41	374	59	1541
Gifted-Talented:	Participants	53	106	64	X-77.4	56	230	57	X-70.9	51	87	71	1644
	Nonparticipants	35	13293	45	X-66.4	24	25421	37	X-65.2	36	9736	48	1502
	No Information Provided	37	426	64	X-72.6	39	559	42	X-66.7	41	380	60	1543
At Risk:	Yes	32	8702	37	X-63.4	18	17868	33	X-64.2	34	5664	40	1473
	No	42	4721	59	X-72.1	37	7823	46	X-67.6	42	4187	59	1545
	No Information Provided	39	402	65	X-73.0	40	519	41	X-66.9	42	352	62	1548
Career/Technology Educ.:	Participants	34	5814	42	X-65.7	22	12081	36	X-64.9	35	3971	47	1499
	Nonparticipants	36	7390	46	X-66.8	25	13315	38	X-65.4	37	5665	48	1506
	No Information Provided	41	621	66	X-73.6	41	814	46	X-67.6	43	567	62	1539
Special Ed. Status Not Provided		38	422	64	X-72.1	38	558	42	X-66.6	41	373	60	1539
Oral Administration:	Math	29	25	40	X-60.2	16	71	34	X-64.9	35	23	35	1470

Appendix G

The following Summary Reports include data for special-education students in Grades 10 through 12 for the October 1996 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	214	47
2. Supporting Ideas	262	58
3. Summarization	104	23
4. Relationships and Outcomes	158	35
5. Inferences and Generalizations	86	19
6. Point of View, Propaganda, and Fact and Nonfact	106	23

		Number	Percent
Number Tested: 452	Met Minimum Expectations	116	26
Texas Learning Index (TLI): X-55.0	Mastered All Objectives	28	6

	Mastering Number	Mastering Percent
MATHEMATICS		
Concepts		
1. Number Concepts	180	33
2. Algebraic/Mathematical Relations and Functions	196	36
3. Geometric Properties and Relationships	219	41
4. Measurement Concepts	139	26
5. Probability and Statistics	191	35
Operations		
6. Use of Addition to Solve Problems	218	40
7. Use of Subtraction to Solve Problems	187	35
8. Use of Multiplication to Solve Problems	113	21
9. Use of Division to Solve Problems	140	26
Problem Solving		
10. Problem Solving Using Estimation	209	39
11. Problem Solving Using Solution Strategies	69	13
12. Problem Solving Using Mathematical Representation	86	16
13. Evaluation of the Reasonableness of a Solution	172	32

		Number	Percent
Number Tested: 540	Met Minimum Expectations	71	13
Texas Learning Index (TLI): X-53.2	Mastered All Objectives	7	1

	Mastering Number	Mastering Percent
WRITING		
Written Communication		
1-4. Written Composition - Persuasive	28	6

Rating:	0	1	2	3	4
Number:	10	185	224	28	0
Percent:	2	41	50	6	0

	Mastering Number	Mastering Percent
5. Sentence Construction	72	16
6. English Usage	253	57
7. Use of Spelling, Capitalization, and Punctuation	82	18

		Number	Percent
Number Tested: 447	Met Minimum Expectations	116	26
Average Scale Score: 1413	Mastered All Objectives	9	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1081	100
Students Absent From All Tests	106	10
Students Exempt From All Tests: ARD	217	20
Other Students Not Tested	91	8
Number of Students Tested	667	62

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	85	13
Did Not Meet Minimum Expectations On:		
One Test Only	213	32
Two Tests Only	184	28
All Three Tests	185	28

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	13	452	26	X-55.0	11	540	13	X-53.2	15	447	26	1413
Male	14	321	26	X-54.4	10	404	15	X-54.3	17	341	26	1407
Female	9	131	26	X-56.4	13	136	7	X-50.2	12	106	26	1430
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Native American	---	2	---	---	--	2	---	---	--	2	---	---
Asian	0	3	---	---	--	4	---	---	--	4	---	---
African American	7	69	23	X-54.9	10	81	9	X-50.4	12	62	19	1413
Hispanic	5	169	15	X-51.4	8	185	5	X-49.7	11	152	20	1397
White	20	208	36	X-58.1	14	267	20	X-56.5	20	226	32	1425
No Information Provided	---	1	---	---	--	1	---	---	--	1	---	---
Economically Disadvantaged: Yes	7	179	16	X-52.4	8	194	6	X-49.6	11	175	22	1397
No	16	268	32	X-56.7	12	341	17	X-55.3	18	267	29	1425
No Information Provided	0	5	20	X-52.4	8	5	0	X-52.6	16	5	20	1340
Title I, Part A: Participants	6	51	10	X-49.5	7	50	2	X-48.3	10	56	23	1400
Nonparticipants	14	398	28	X-55.8	11	487	14	X-53.8	16	388	27	1416
No Information Provided	---	3	---	---	--	3	---	---	--	3	---	---
Migrant: Yes	0	11	0	X-46.5	5	9	11	X-51.4	13	7	14	1386
No	13	436	26	X-55.3	11	527	13	X-53.3	15	435	26	1415
No Information Provided	0	5	20	X-44.8	4	4	---	---	--	5	0	1268
Limited English Proficient: Yes	0	24	0	X-47.5	5	21	5	X-50.4	12	19	16	1394
No	13	418	28	X-55.6	11	508	13	X-53.3	15	416	27	1415
No Information Provided	7	10	10	X-45.9	5	11	18	X-55.0	18	12	17	1358
Bilingual: Participants	---	0	---	---	--	0	---	---	--	0	---	---
Nonparticipants	13	448	26	X-55.1	11	537	13	X-53.2	15	444	26	1414
No Information Provided	0	4	---	---	--	3	---	---	--	3	---	---
ESL: Participants	0	13	0	X-47.7	5	11	9	X-48.5	10	11	27	1396
Nonparticipants	13	435	27	X-55.3	11	526	13	X-53.3	15	433	26	1414
No Information Provided	0	4	---	---	--	3	---	---	--	3	---	---
Gifted-Talented: Participants	---	1	---	---	--	2	---	---	--	4	---	---
Nonparticipants	13	448	26	X-55.1	11	536	13	X-53.2	15	440	26	1413
No Information Provided	---	3	---	---	--	2	---	---	--	3	---	---
At Risk: Yes	11	321	24	X-54.5	10	386	13	X-53.4	15	315	23	1408
No	17	131	30	X-56.2	12	153	14	X-52.8	15	132	32	1424
No Information Provided	---	0	---	---	--	1	---	---	--	0	---	---
Career/Technology Educ.: Participants	13	222	21	X-53.0	9	273	13	X-53.2	15	221	25	1402
Nonparticipants	13	223	30	X-57.0	13	261	14	X-53.3	16	219	27	1426
No Information Provided	11	7	43	X-53.0	10	6	0	X-52.8	15	7	14	1337
Oral Administration: Math	11	16	25	X-47.7	7	19	16	X-50.0	11	15	13	1372

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	2354	50
2. Supporting Ideas	2994	63
3. Summarization	1172	25
4. Relationships and Outcomes	1804	38
5. Inferences and Generalizations	880	19
6. Point of View, Propaganda, and Fact and Nonfact	1172	25
Number Tested: 4730 / Met Minimum Expectations	1258	27
Texas Learning Index (TLI): X-56.3 / Mastered All Objectives	292	6
MATHEMATICS		
Concepts		
1. Number Concepts	2150	34
2. Algebraic/Mathematical Relations and Functions	2311	36
3. Geometric Properties and Relationships	2816	44
4. Measurement Concepts	1799	28
5. Probability and Statistics	2371	37
Operations		
6. Use of Addition to Solve Problems	2982	47
7. Use of Subtraction to Solve Problems	2343	37
8. Use of Multiplication to Solve Problems	1392	22
9. Use of Division to Solve Problems	1942	31
Problem Solving		
10. Problem Solving Using Estimation	2549	40
11. Problem Solving Using Solution Strategies	1008	16
12. Problem Solving Using Mathematical Representation	1345	21
13. Evaluation of the Reasonableness of a Solution	2187	35
Number Tested: 6336 / Met Minimum Expectations	970	15
Texas Learning Index (TLI): X-55.2 / Mastered All Objectives	56	1
WRITING		
Written Communication		
1-4. Written Composition - Persuasive	514	11

Rating:	0	1	2	3	4
Number:	54	1515	2443	498	16
Percent:	1	33	54	11	0

	Mastering Number	Mastering Percent
5. Sentence Construction	673	15
6. English Usage	2401	53
7. Use of Spelling, Capitalization, and Punctuation	787	17
Number Tested: 4526 / Met Minimum Expectations	1256	28
Average Scale Score: 1430 / Mastered All Objectives	75	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	10613	100
Students Absent From All Tests	398	4
Students Exempt From All Tests: ARD	2042	19
Other Students Not Tested	575	5
Number of Students Tested	7598	72

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	1180	16
Did Not Meet Minimum Expectations On:		
One Test Only	2631	35
Two Tests Only	1884	25
All Three Tests	1903	25

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	16	4730	27	X-56.3	11	6336	15	X-55.2	18	4526	28	1430
Male	17	3038	27	X-56.2	11	4090	18	X-56.3	20	3110	27	1424
Female	13	1692	25	X-56.5	11	2246	11	X-53.2	15	1415	30	1443
No Information Provided	---	0	---	---	--	0	---	---	--	1	---	---
Native American	23	12	50	X-65.3	23	19	16	X-55.9	19	10	0	1417
Asian	10	37	19	X-55.9	11	37	8	X-53.6	16	31	29	1442
African American	9	735	19	X-53.8	9	932	8	X-51.6	13	702	22	1416
Hispanic	10	1561	19	X-52.7	8	1898	10	X-52.1	14	1412	21	1407
White	20	2380	34	X-59.5	14	3445	20	X-57.9	22	2368	33	1448
No Information Provided	0	5	0	X-45.2	4	5	0	X-51.4	13	3	---	---
Economically Disadvantaged: Yes	11	1755	20	X-53.0	8	2131	10	X-52.6	14	1630	22	1410
No	18	2956	31	X-58.3	13	4183	18	X-56.5	20	2877	31	1441
No Information Provided	28	19	37	X-60.8	19	22	18	X-53.7	16	19	42	1422
Title I, Part A: Participants	10	632	17	X-52.3	8	757	10	X-52.3	14	579	22	1411
Nonparticipants	16	4085	28	X-56.9	12	5565	16	X-55.6	18	3933	28	1433
No Information Provided	26	13	54	X-65.3	24	14	7	X-51.4	13	14	50	1429
Migrant: Yes	10	132	14	X-50.0	7	137	17	X-53.4	16	118	14	1393
No	16	4583	27	X-56.5	11	6183	15	X-55.2	18	4393	28	1431
No Information Provided	23	15	47	X-65.1	26	16	6	X-49.6	11	15	60	1438
Limited English Proficient: Yes	7	293	10	X-47.8	5	319	9	X-51.1	12	277	17	1397
No	16	4386	28	X-56.9	12	5945	16	X-55.4	18	4196	28	1432
No Information Provided	13	51	35	X-59.0	15	72	7	X-52.1	14	53	36	1432
Bilingual: Participants	---	3	---	---	--	2	---	---	--	2	---	---
Nonparticipants	15	4708	27	X-56.3	11	6313	15	X-55.2	18	4503	28	1430
No Information Provided	23	19	37	X-59.2	18	21	10	X-50.2	12	21	43	1440
ESL: Participants	7	171	10	X-46.8	5	184	13	X-52.6	14	161	17	1392
Nonparticipants	16	4541	27	X-56.7	12	6133	15	X-55.3	18	4345	28	1431
No Information Provided	28	18	39	X-61.3	20	19	11	X-51.7	13	20	50	1459
Gifted-Talented: Participants	37	19	47	X-66.1	24	32	41	X-65.9	38	19	37	1534
Nonparticipants	15	4697	26	X-56.3	11	6289	15	X-55.1	18	4489	28	1429
No Information Provided	36	14	57	X-68.8	32	15	20	X-55.9	20	18	61	1462
At Risk: Yes	15	3108	25	X-55.7	11	4123	15	X-54.8	17	2950	27	1430
No	17	1608	29	X-57.4	12	2199	17	X-55.9	19	1561	29	1431
No Information Provided	41	14	57	X-68.2	36	14	21	X-56.3	20	15	60	1467
Career/Technology Educ.: Participants	15	2865	24	X-55.6	10	3792	15	X-55.2	18	2755	27	1429
Nonparticipants	16	1838	30	X-57.5	12	2509	15	X-55.3	18	1742	29	1432
No Information Provided	20	27	37	X-59.9	17	35	3	X-52.5	14	29	45	1450
Oral Administration: Math	11	153	20	X-52.3	8	237	17	X-56.4	20	143	17	1408

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		744	51
2. Supporting Ideas		963	66
3. Summarization		364	25
4. Relationships and Outcomes		556	38
5. Inferences and Generalizations		261	18
6. Point of View, Propaganda, and Fact and Nonfact		346	24
Number Tested: 1466	Met Minimum Expectations	389	27
Texas Learning Index (TLI): X-56.3	Mastered All Objectives	80	5
MATHEMATICS			
Concepts			
1. Number Concepts		935	39
2. Algebraic/Mathematical Relations and Functions		1016	42
3. Geometric Properties and Relationships		1222	50
4. Measurement Concepts		822	34
5. Probability and Statistics		1050	43
Operations			
6. Use of Addition to Solve Problems		1370	57
7. Use of Subtraction to Solve Problems		1076	44
8. Use of Multiplication to Solve Problems		589	24
9. Use of Division to Solve Problems		901	37
Problem Solving			
10. Problem Solving Using Estimation		1047	43
11. Problem Solving Using Solution Strategies		501	21
12. Problem Solving Using Mathematical Representation		598	25
13. Evaluation of the Reasonableness of a Solution		990	41
Number Tested: 2424	Met Minimum Expectations	473	20
Texas Learning Index (TLI): X-57.8	Mastered All Objectives	15	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		157	11

Rating:	0	1	2	3	4
Number:	16	490	794	152	5
Percent:	1	34	54	10	0

		Number	Percent
5. Sentence Construction		215	15
6. English Usage		769	53
7. Use of Spelling, Capitalization, and Punctuation		242	17
Number Tested: 1457	Met Minimum Expectations	403	28
Average Scale Score: 1426	Mastered All Objectives	17	1

ADMINISTRATION SUMMARY	**Number**	**Percent**
Total Answer Documents Submitted	5310	100
Students Absent From All Tests	107	2
Students Exempt From All Tests: ARD	1515	29
Other Students Not Tested	613	12
Number of Students Tested	3075	58

MINIMUM EXPECTATIONS SUMMARY	**Number**	**Percent**
Met Minimum Expectations On All Tests Taken	604	20
Did Not Meet Minimum Expectations On:		
One Test Only	1343	44
Two Tests Only	645	21
All Three Tests	483	16

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students		20	1466	27	X-56.3	11	2424	20	X-57.8	22	1457	28	1426
Male		21	999	26	X-56.0	11	1584	21	X-58.4	23	1102	28	1424
Female		18	467	28	X-57.1	12	840	17	X-56.7	20	355	28	1432
No Information Provided		---	0	---	---	--	0	---	---	--	0	---	---
Native American		30	4	---	---	--	7	29	X-59.3	25	8	38	1460
Asian		13	14	0	X-48.2	6	16	25	X-59.9	26	13	0	1339
African American		16	209	28	X-57.3	12	317	15	X-56.5	20	185	29	1438
Hispanic		13	549	19	X-52.9	8	776	15	X-55.1	18	498	22	1409
White		24	679	33	X-59.1	14	1298	23	X-59.8	25	743	32	1437
No Information Provided		7	11	27	X-51.9	8	10	10	X-51.0	12	10	10	1349
Economically Disadvantaged:	Yes	14	583	20	X-53.5	9	773	14	X-55.1	18	524	22	1406
	No	22	867	31	X-58.3	13	1631	22	X-59.1	24	917	31	1438
	No Information Provided	12	16	38	X-55.9	13	20	15	X-54.1	17	16	25	1398
Title I, Part A:	Participants	17	217	17	X-51.8	8	286	16	X-55.0	18	207	27	1408
	Nonparticipants	20	1233	28	X-57.1	12	2122	20	X-58.2	23	1235	28	1430
	No Information Provided	13	16	31	X-57.1	12	16	13	X-54.5	17	15	20	1373
Migrant:	Yes	15	48	27	X-55.6	11	46	15	X-55.1	18	35	26	1414
	No	20	1404	26	X-56.4	11	2362	20	X-57.9	22	1408	28	1427
	No Information Provided	10	14	29	X-55.2	11	16	13	X-54.6	17	14	14	1371
Limited English Proficient:	Yes	14	125	24	X-55.3	10	129	16	X-56.7	20	106	25	1425
	No	20	1321	27	X-56.4	11	2263	20	X-57.8	22	1332	28	1427
	No Information Provided	18	20	35	X-56.8	12	32	22	X-58.8	23	19	21	1389
Bilingual:	Participants	---	0	---	---	--	0	---	---	--	0	---	---
	Nonparticipants	20	1452	27	X-56.4	11	2407	20	X-57.8	22	1444	28	1427
	No Information Provided	9	14	29	X-55.1	10	17	12	X-55.4	18	13	15	1372
ESL:	Participants	13	93	23	X-53.7	9	91	14	X-54.9	17	79	22	1401
	Nonparticipants	20	1360	27	X-56.5	11	2319	20	X-57.9	22	1367	28	1428
	No Information Provided	10	13	31	X-55.0	10	14	14	X-55.4	18	11	9	1350
Gifted-Talented:	Participants	14	5	0	X-52.8	8	11	18	X-63.7	33	3	---	---
	Nonparticipants	20	1448	27	X-56.4	11	2399	20	X-57.8	22	1441	28	1427
	No Information Provided	11	13	31	X-54.7	10	14	14	X-54.0	16	13	8	1351
At Risk:	Yes	19	998	25	X-55.8	11	1628	19	X-57.4	21	957	27	1427
	No	21	458	30	X-57.5	12	784	21	X-58.6	23	489	30	1427
	No Information Provided	6	10	30	X-55.7	11	12	8	X-54.8	17	11	9	1365
Career/Technology Educ.:	Participants	19	908	25	X-55.8	11	1498	19	X-57.4	21	923	27	1421
	Nonparticipants	21	542	28	X-57.2	12	902	21	X-58.5	23	516	30	1437
	No Information Provided	17	16	38	X-59.1	15	24	25	X-57.1	21	18	22	1398
Oral Administration:	Math	14	57	23	X-51.7	8	107	21	X-57.2	21	57	21	1406

Appendix H

The following Summary Reports include data for students in Grades 10 through 12 (not in special education) for the July 1997 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

Page 1 of 2

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1 Word Meaning		5473	67
2 Supporting Ideas		5792	71
3 Summarization		3220	39
4 Relationships and Outcomes		2647	32
5 Inferences and Generalizations		2364	29
6 Point of View, Propaganda, and Fact and Nonfact		3077	38
Number Tested: 8159	Met Minimum Expectations	3186	39
Texas Learning Index (TLI): X-63.9	Mastered All Objectives	775	9
MATHEMATICS			
Concepts			
1 Number Concepts		5642	34
2 Algebraic/Mathematical Relations and Functions		6691	40
3 Geometric Properties and Relationships		9399	56
4 Measurement Concepts		6718	40
5 Probability and Statistics		7730	46
Operations			
6 Use of Addition to Solve Problems		9328	56
7 Use of Subtraction to Solve Problems		8298	50
8 Use of Multiplication to Solve Problems		4124	25
9 Use of Division to Solve Problems		6980	42
Problem Solving			
10 Problem Solving Using Estimation		7660	46
11 Problem Solving Using Solution Strategies		3306	20
12 Problem Solving Using Mathematical Representation		5519	33
13 Evaluation of the Reasonableness of a Solution		8188	49
Number Tested: 16680	Met Minimum Expectations	3445	21
Texas Learning Index (TLI): X-59.8	Mastered All Objectives	302	2
WRITING			
Written Communication			
1-4 Written Composition - Persuasive		736	12

Rating:	0	1	2	3	4
Number:	87	2064	3070	685	51
Percent:	1	35	52	11	1

5 Sentence Construction		1575	26
6 English Usage		3384	57
7 Use of Spelling, Capitalization, and Punctuation		1619	27
Number Tested: 5957	Met Minimum Expectations	2162	36
Average Scale Score 1460	Mastered All Objectives	253	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	33983	100
Students Absent From All Tests	3835	11
Other Students Not Tested	9914	29
Number of Students Tested	20234	60

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	4747	23
Did Not Meet Minimum Expectations On:		
One Test Only	10634	53
Two Tests Only	3190	16
All Three Tests	1663	8

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	23	8159	39	X-63.9	19	16680	21	X-59.8	26	5957	36	1460
Male	24	3658	40	X-63.7	19	6353	21	X-60.1	26	2960	34	1452
Female	23	4495	38	X-64.0	19	10319	20	X-59.6	25	2992	38	1467
No Information Provided	20	6	83	X-77.3	44	8	13	X-58.0	22	5	80	1550
Native American	31	20	45	X-64.3	21	29	21	X-60.1	26	9	33	1472
Asian	21	311	23	X-57.3	12	275	22	X-60.3	27	237	24	1413
African American	16	1540	37	X-63.1	18	3739	13	X-57.2	21	1033	33	1454
Hispanic	19	4239	31	X-61.0	15	7711	17	X-58.4	23	3164	28	1431
White	36	1973	61	X-71.6	33	4794	31	X-64.1	34	1442	58	1533
No Information Provided	23	76	50	X-67.1	25	132	23	X-60.2	26	72	42	1485
Special Ed. Status Not Provided	23	286	54	X-69.2	29	402	27	X-60.9	28	273	48	1492
Oral Administration: Math	7	8	25	X-55.9	11	15	13	X-57.5	22	4	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2955	63
2. Supporting Ideas		3230	69
3. Summarization		1543	33
4. Relationships and Outcomes		1335	29
5. Inferences and Generalizations		999	21
6. Point of View, Propaganda, and Fact and Nonfact		1429	31
Number Tested: **4669**	Met Minimum Expectations	1439	31
Texas Learning Index (TLI): **X-61.2**	Mastered All Objectives	273	6
MATHEMATICS			
Concepts			
1. Number Concepts		3985	33
2. Algebraic/Mathematical Relations and Functions		4665	39
3. Geometric Properties and Relationships		6650	55
4. Measurement Concepts		4490	37
5. Probability and Statistics		5493	46
Operations			
6. Use of Addition to Solve Problems		6760	56
7. Use of Subtraction to Solve Problems		5667	47
8. Use of Multiplication to Solve Problems		2918	24
9. Use of Division to Solve Problems		5081	42
Problem Solving			
10. Problem Solving Using Estimation		5129	43
11. Problem Solving Using Solution Strategies		2117	18
12. Problem Solving Using Mathematical Representation		3915	33
13. Evaluation of the Reasonableness of a Solution		5798	48
Number Tested: **11988**	Met Minimum Expectations	2121	18
Texas Learning Index (TLI): **X-59.5**	Mastered All Objectives	111	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		272	8

Rating:	0	1	2	3	4
Number:	41	1313	1739	256	16
Percent:	1	39	52	8	0

		Mastering Number	Mastering Percent
5. Sentence Construction		647	19
6. English Usage		1517	45
7. Use of Spelling, Capitalization, and Punctuation		762	23
Number Tested: **3365**	Met Minimum Expectations	864	26
Average Scale Score: **1432**	Mastered All Objectives	85	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	20004	100
Students Absent From All Tests	1196	6
Other Students Not Tested	4484	22
Number of Students Tested	14324	72

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2688	19
Did Not Meet Minimum Expectations On:		
One Test Only	8582	60
Two Tests Only	2146	15
All Three Tests	908	6

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

Page 2 of 2

GRADE: 11-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	19	4669	31	X-61.2	16	11988	18	X-59.5	25	3365	26	1432
Male	19	2090	32	X-61.4	16	4492	17	X-59.6	25	1697	26	1432
Female	18	2576	30	X-61.0	15	7488	18	X-59.4	25	1667	26	1432
No Information Provided	22	3	---	---	--	8	13	X-57.4	22	1	---	---
Native American	24	10	40	X-64.1	20	28	29	X-62.9	33	12	33	1480
Asian	15	278	21	X-55.9	11	190	18	X-58.6	24	228	12	1388
African American	16	791	29	X-61.6	16	3120	15	X-58.5	23	554	27	1440
Hispanic	16	2700	25	X-59.2	13	5612	15	X-58.5	23	1938	20	1411
White	28	810	54	X-68.7	27	2903	25	X-62.6	31	578	48	1501
No Information Provided	26	80	45	X-65.3	22	135	26	X-61.0	28	55	45	1512
Special Ed. Status Not Provided .	26	273	56	X-69.5	30	409	30	X-62.4	31	239	43	1492
Oral Administration: Math	15	5	20	X-56.8	11	13	15	X-62.6	30	4	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	957	57
2. Supporting Ideas	1179	71
3. Summarization	436	26
4. Relationships and Outcomes	422	25
5. Inferences and Generalizations	243	15
6. Point of View, Propaganda, and Fact and Nonfact	428	26

Number Tested: 1670	Met Minimum Expectations	357	21
Texas Learning Index (TLI): X-58.9	Mastered All Objectives	45	3

	Mastering Number	Mastering Percent
MATHEMATICS		
Concepts		
1. Number Concepts	1609	36
2. Algebraic/Mathematical Relations and Functions	1785	40
3. Geometric Properties and Relationships	2539	57
4. Measurement Concepts	1734	39
5. Probability and Statistics	2210	50
Operations		
6. Use of Addition to Solve Problems	2539	57
7. Use of Subtraction to Solve Problems	2147	49
8. Use of Multiplication to Solve Problems	1127	25
9. Use of Division to Solve Problems	2027	46
Problem Solving		
10. Problem Solving Using Estimation	1726	39
11. Problem Solving Using Solution Strategies	787	18
12. Problem Solving Using Mathematical Representation	1450	33
13. Evaluation of the Reasonableness of a Solution	2137	48

Number Tested: 4420	Met Minimum Expectations	783	18
Texas Learning Index (TLI): X-60.0	Mastered All Objectives	27	1

	Mastering Number	Mastering Percent
WRITING		
Written Communication		
1.4. Written Composition - Persuasive	83	6

Rating:	0	1	2	3	4
Number:	14	508	748	81	2
Percent:	1	38	55	6	0

	Mastering Number	Mastering Percent
5. Sentence Construction	165	12
6. English Usage	465	34
7. Use of Spelling, Capitalization, and Punctuation	246	18

Number Tested: 1353	Met Minimum Expectations	269	20
Average Scale Score: 1413	Mastered All Objectives	8	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	7344	100
Students Absent From All Tests	244	3
Other Students Not Tested	1236	17
Number of Students Tested	5864	80

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	1060	18
Did Not Meet Minimum Expectations On:		
One Test Only	3822	65
Two Tests Only	734	13
All Three Tests	248	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = **No Data Reported For Fewer Than Five Students**	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	18	1670	21	X-58.9	13	4420	18	X-60.0	26	1353	20	1413
Male	19	706	23	X-59.1	13	1645	19	X-60.4	26	682	20	1417
Female	18	964	20	X-58.7	13	2770	17	X-59.8	26	671	20	1409
No Information Provided	0	0	---	---	--	5	0	X-58.8	23	0	---	---
Native American	17	5	20	X-65.0	19	9	22	X-63.8	33	1	---	---
Asian	15	119	15	X-54.5	9	63	24	X-60.5	26	89	8	1383
African American	17	245	25	X-61.5	16	1174	16	X-59.4	25	192	28	1443
Hispanic	17	1128	18	X-57.8	12	2305	16	X-59.5	25	933	17	1404
White	24	124	44	X-66.7	23	755	23	X-62.4	30	103	36	1460
No Information Provided	25	49	33	X-60.5	16	114	26	X-62.1	30	35	26	1433
Special Ed. Status Not Provided	25	134	44	X-65.3	22	261	25	X-61.4	29	99	33	1465
Oral Administration: Math	25	1	---	---	--	8	25	X-59.6	24	1	---	---

Appendix I

The following Summary Reports include data for special-education students in Grades 10 through 12 for the July 1997 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1 Word Meaning		494	56
2 Supporting Ideas		531	60
3 Summarization		233	26
4 Relationships and Outcomes		209	24
5 Inferences and Generalizations		196	22
6 Point of View, Propaganda, and Fact and Nonfact		236	27
Number Tested: 884	Met Minimum Expectations	240	27
Texas Learning Index (TLI): X-58.0	Mastered All Objectives	34	4
MATHEMATICS			
Concepts			
1 Number Concepts		328	24
2. Algebraic/Mathematical Relations and Functions		375	27
3 Geometric Properties and Relationships		668	48
4. Measurement Concepts		415	30
5. Probability and Statistics		408	29
Operations			
6 Use of Addition to Solve Problems		536	39
7. Use of Subtraction to Solve Problems		463	33
8 Use of Multiplication to Solve Problems		268	19
9 Use of Division to Solve Problems		372	27
Problem Solving			
10 Problem Solving Using Estimation		450	32
11. Problem Solving Using Solution Strategies		180	13
12. Problem Solving Using Mathematical Representation		321	23
13. Evaluation of the Reasonableness of a Solution		486	35
Number Tested: 1390	Met Minimum Expectations	142	10
Texas Learning Index (TLI): X-53.6	Mastered All Objectives	4	0
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		44	6

Rating:	0	1	2	3	4
Number:	6	407	337	44	0
Percent:	1	51	42	6	0

		Mastering Number	Mastering Percent
5 Sentence Construction		113	14
6 English Usage		382	48
7. Use of Spelling, Capitalization, and Punctuation		97	12
Number Tested: 794	Met Minimum Expectations	161	20
Average Scale Score: 1403	Mastered All Objectives	4	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	4465	100
Students Absent From All Tests	1327	30
Students Exempt From All Tests: ARD	171	4
Other Students Not Tested	1233	28
Number of Students Tested	1734	39

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	212	12
Did Not Meet Minimum Expectations On:		
One Test Only	829	48
Two Tests Only	383	22
All Three Tests	310	18

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	12	884	27	X-58.0	12	1390	10	X-53.6	16	794	20	1403
Male	14	561	27	X-57.8	12	847	11	X-53.9	16	554	20	1398
Female	10	323	27	X-58.4	13	543	8	X-53.1	15	240	20	1412
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Native American	17	1	---	---	--	5	0	X-52.0	14	4	---	---
Asian	14	13	23	X-56.2	11	17	18	X-54.5	17	12	8	1383
African American	7	129	23	X-56.0	10	204	5	X-49.8	11	116	18	1386
Hispanic	9	345	19	X-55.0	10	479	7	X-50.9	12	300	17	1392
White	16	396	35	X-61.3	16	685	14	X-56.5	20	362	24	1417
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Oral Administration: Math	16	8	38	X-52.0	9	19	21	X-56.8	20	6	33	1382

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		270	52
2. Supporting Ideas		286	55
3. Summarization		110	21
4. Relationships and Outcomes		101	19
5. Inferences and Generalizations		85	16
6. Point of View, Propaganda, and Fact and Nonfact		106	20
Number Tested: 524	Met Minimum Expectations	93	18
Texas Learning Index (TLI): X-56.2	Mastered All Objectives	12	2
MATHEMATICS			
Concepts			
1. Number Concepts		259	24
2. Algebraic/Mathematical Relations and Functions		299	28
3. Geometric Properties and Relationships		529	49
4. Measurement Concepts		376	35
5. Probability and Statistics		343	32
Operations			
6. Use of Addition to Solve Problems		451	42
7. Use of Subtraction to Solve Problems		400	37
8. Use of Multiplication to Solve Problems		202	19
9. Use of Division to Solve Problems		295	27
Problem Solving			
10. Problem Solving Using Estimation		372	35
11. Problem Solving Using Solution Strategies		143	13
12. Problem Solving Using Mathematical Representation		252	23
13. Evaluation of the Reasonableness of a Solution		423	39
Number Tested: 1078	Met Minimum Expectations	102	9
Texas Learning Index (TLI): X-54.7	Mastered All Objectives	4	0
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		24	5

Rating:	0	1	2	3	4
Number:	2	239	196	24	0
Percent:	0	52	43	5	0

		Mastering Number	Mastering Percent
5. Sentence Construction		63	14
6. English Usage		196	43
7. Use of Spelling, Capitalization, and Punctuation		49	11
Number Tested: 461	Met Minimum Expectations	73	16
Average Scale Score: 1399	Mastered All Objectives	2	0

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2751	100
Students Absent From All Tests	486	18
Students Exempt From All Tests: ARD	105	4
Other Students Not Tested	826	30
Number of Students Tested	1334	48

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	150	11
Did Not Meet Minimum Expectations On:		
One Test Only	726	54
Two Tests Only	305	23
All Three Tests	153	11

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	11	524	18	X-56.2	11	1078	9	X-54.7	17	461	16	1399
Male	12	300	19	X-56.3	11	618	10	X-55.3	18	300	16	1399
Female	10	224	16	X-56.0	11	460	9	X-53.8	16	161	15	1398
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Native American	0	1	---	---	--	5	0	X-50.0	12	4	---	---
Asian	40	6	50	X-69.7	25	6	33	X-63.8	33	2	---	---
African American	10	81	17	X-54.9	10	181	6	X-51.5	13	76	13	1392
Hispanic	8	228	12	X-54.0	9	382	8	X-52.6	15	178	11	1380
White	14	208	24	X-58.7	13	504	12	X-57.3	21	201	21	1416
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Oral Administration: Math	16	5	20	X-51.8	8	19	16	X-58.0	22	3	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		34	52
2. Supporting Ideas		40	61
3. Summarization		19	29
4. Relationships and Outcomes		20	30
5. Inferences and Generalizations		12	18
6. Point of View, Propaganda, and Fact and Nonfact		19	29
Number Tested: 66	Met Minimum Expectations	16	24
Texas Learning Index (TLI): X-59.4	Mastered All Objectives	2	3
MATHEMATICS			
Concepts			
1. Number Concepts		45	33
2. Algebraic/Mathematical Relations and Functions		45	33
3. Geometric Properties and Relationships		84	61
4. Measurement Concepts		55	40
5. Probability and Statistics		56	41
Operations			
6. Use of Addition to Solve Problems		69	50
7. Use of Subtraction to Solve Problems		71	51
8. Use of Multiplication to Solve Problems		31	22
9. Use of Division to Solve Problems		48	35
Problem Solving			
10. Problem Solving Using Estimation		55	40
11. Problem Solving Using Solution Strategies		26	19
12. Problem Solving Using Mathematical Representation		48	35
13. Evaluation of the Reasonableness of a Solution		63	46
Number Tested: 138	Met Minimum Expectations	22	16
Texas Learning Index (TLI): X-58.4	Mastered All Objectives	1	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		2	3

Rating:	0	1	2	3	4
Number:	0	31	29	2	0
Percent:	0	50	47	3	0

		Mastering Number	Mastering Percent
5. Sentence Construction		13	21
6. English Usage		27	44
7. Use of Spelling, Capitalization, and Punctuation		8	13
Number Tested: 62	Met Minimum Expectations	11	18
Average Scale Score: 1417	Mastered All Objectives	1	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	541	100
Students Absent From All Tests	42	8
Students Exempt From All Tests: ARD	87	16
Other Students Not Tested	219	40
Number of Students Tested	193	36

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	34	18
Did Not Meet Minimum Expectations On:		
One Test Only	114	59
Two Tests Only	32	17
All Three Tests	13	7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	18	66	24	X-59.4	13	138	16	X-58.4	23	62	18	1417
Male	22	39	33	X-62.0	16	77	18	X-60.3	26	41	24	1435
Female	12	27	11	X-55.5	10	61	13	X-56.1	19	21	5	1384
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Native American	---	1	---	---	--	1	---	---	--	1	---	---
Asian	---	2	---	---	--	1	---	---	--	1	---	---
African American	13	14	29	X-60.4	14	23	4	X-52.2	14	9	11	1380
Hispanic	18	23	26	X-62.2	16	43	19	X-59.5	25	18	17	1418
White	19	26	23	X-57.2	11	70	19	X-60.1	26	33	21	1430
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Oral Administration: Math	---	1	---	---	--	4	---	---	--	1	---	---

Appendix J

The following Summary Reports include data from the fall 1996 and summer 1997 administrations of the Algebra I and Biology I end-of-course tests; these results are for all students not in special education.

ALGEBRA I TEXAS END-OF-COURSE
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	8812	38
2. Applications of Graphing	7183	31
3. Equations of Lines	6983	30
Equations and Inequalities		
4. Linear Equations/Inequalities	3948	17
5. Quadratic Equations	7432	32
6. Polynomials	9142	40
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	6872	30
9. One or Two-Variable Situations	4408	19
10. Probability, Ratio and Proportion, Data Analysis	9485	41

Number Tested:	22932	Passed	3900	17
Average Scale Score:	1397	Mastered All Objectives	653	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	25721	100
Students Absent	2712	11
Other Students Not Tested	77	0
Number of Students Tested	22932	89

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education		22932	17	1397
Male		11417	18	1401
Female		11440	16	1394
No Information Provided		75	17	1392
Native American		42	26	1434
Asian		567	38	1461
African American		3773	10	1370
Hispanic		11191	11	1377
White		6583	30	1444
No Information Provided		776	12	1381
Economically Disadvantaged:	Yes	9657	12	1378
	No	12155	22	1414
	No Information Provided	1120	13	1381
Title I, Part A:	Participants	5027	10	1372
	Nonparticipants	16988	19	1406
	No Information Provided	917	12	1378
Migrant:	Yes	494	9	1365
	No	21465	17	1399
	No Information Provided	973	13	1381
Limited English Proficient:	Yes	2064	9	1358
	No	19925	18	1402
	No Information Provided	943	13	1383
Bilingual:	Participants	30	3	1350
	Nonparticipants	21974	17	1398
	No Information Provided	928	12	1376
ESL:	Participants	1814	9	1358
	Nonparticipants	20248	18	1402
	No Information Provided	870	12	1378
Gifted Talented:	Participants	777	48	1498
	Nonparticipants	21284	16	1394
	No Information Provided	871	11	1378
At Risk:	Yes	10660	8	1365
	No	11444	26	1429
	No Information Provided	828	12	1379
Career/Technology Ed.:	Participants	5666	14	1389
	Nonparticipants	15994	18	1401
	No Information Provided	1272	12	1381
Special Ed. Status Not Provided		853	12	1379
Oral Administration		3	---	----

ALGEBRA I TEXAS END-OF-COURSE
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	1924	36
2. Applications of Graphing	1187	22
3. Equations of Lines	1748	33
Equations and Inequalities		
4. Linear Equations/Inequalities	1172	22
5. Quadratic Equations	1636	31
6. Polynomials	2550	48
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	1476	28
9. One or Two-Variable Situations	671	13
10. Probability, Ratio and Proportion, Data Analysis	1937	36

Number Tested:	5316	Passed	755	14
Average Scale Score:	1385	Mastered All Objectives	119	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	5570	100
Students Absent	239	4
Other Students Not Tested	15	0
Number of Students Tested	5316	95

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education		5316	14	1385
Male		2730	16	1391
Female		2551	12	1379
No Information Provided		35	17	1394
Native American		7	29	1401
Asian		118	36	1459
African American		805	8	1366
Hispanic		2099	10	1373
White		1191	26	1429
No Information Provided		1096	11	1367
Economically Disadvantaged:	Yes	1376	9	1363
	No	2703	18	1404
	No Information Provided	1237	12	1370
Title I, Part A:	Participants	726	9	1358
	Nonparticipants	3332	16	1397
	No Information Provided	1258	12	1371
Migrant:	Yes	47	6	1357
	No	4010	15	1390
	No Information Provided	1259	12	1370
Limited English Proficient:	Yes	333	9	1360
	No	3711	15	1393
	No Information Provided	1272	12	1370
Bilingual:	Participants	2	---	----
	Nonparticipants	4047	15	1390
	No Information Provided	1267	12	1370
ESL:	Participants	238	8	1350
	Nonparticipants	3818	15	1392
	No Information Provided	1260	12	1370
Gifted-Talented:	Participants	106	44	1482
	Nonparticipants	3961	14	1387
	No Information Provided	1249	12	1371
At Risk:	Yes	1746	8	1366
	No	2322	20	1407
	No Information Provided	1248	12	1371
Career/Technology Ed.:	Participants	1057	14	1382
	Nonparticipants	2936	15	1393
	No Information Provided	1323	12	1370
Special Ed. Status Not Provided		1237	12	1369
Oral Administration		0	---	----

BIOLOGY I TEXAS END-OF-COURSE
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	14464	52
2. Patterns of Living Systems	13916	50
3. Ecology	16116	58
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	14596	52
5. Acquire and Organize Scientific Data	20720	74
6. Interpret and Communicate Scientific Data	22715	81
7. Make Inferences, Predictions, and Generalizations	22841	82
8. Design and Conduct Biological Investigations	17908	64
9. Apply Science to Daily Life	19061	68

Number Tested:	27966	Passed	18948	68
Average Scale Score:	1587	Mastered All Objectives	4694	17

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	30696	100
Students Absent	2691	9
Other Students Not Tested	39	0
Number of Students Tested	27966	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY I		
		Number Tested	Percent Passing	Average Scale Score
All Students Not In Special Education		27966	68	1587
Male		13786	70	1601
Female		14153	66	1573
No Information Provided		27	52	1551
Native American		59	69	1566
Asian		764	75	1647
African American		3368	55	1518
Hispanic		13681	56	1522
White		9177	90	1708
No Information Provided		917	58	1544
Economically Disadvantaged:	Yes	10901	56	1521
	No	15701	77	1638
	No Information Provided	1364	52	1517
Title I, Part A:	Participants	7488	56	1526
	Nonparticipants	19267	73	1615
	No Information Provided	1211	51	1511
Migrant:	Yes	719	45	1481
	No	25895	69	1592
	No Information Provided	1352	56	1529
Limited English Proficient:	Yes	2098	30	1418
	No	24563	72	1604
	No Information Provided	1305	54	1522
Bilingual:	Participants	26	31	1430
	Nonparticipants	26722	69	1590
	No Information Provided	1218	52	1513
ESL:	Participants	1897	27	1406
	Nonparticipants	24902	72	1604
	No Information Provided	1167	53	1515
Gifted-Talented:	Participants	2198	97	1804
	Nonparticipants	24585	66	1571
	No Information Provided	1183	52	1511
At Risk:	Yes	9980	52	1501
	No	16804	78	1642
	No Information Provided	1182	52	1512
Career/Technology Ed.:	Participants	5910	69	1589
	Nonparticipants	20546	68	1590
	No Information Provided	1510	55	1523
Special Ed. Status Not Provided		1177	52	1510
Oral Administration		2	---	----

BIOLOGY I TEXAS END-OF-COURSE

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: **SUMMER 1997**
DATE OF TESTING: **SUMMER 1997**

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	741	48
2. Patterns of Living Systems	631	41
3. Ecology	793	52
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	884	58
5. Acquire and Organize Scientific Data	1078	70
6. Interpret and Communicate Scientific Data	1192	78
7. Make Inferences, Predictions, and Generalizations	1116	73
8. Design and Conduct Biological Investigations	1028	67
9. Apply Science to Daily Life	1087	71

Number Tested:	1537	Passed	974	63
Average Scale Score:	1573	Mastered All Objectives	218	14

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1637	100
Students Absent	97	6
Other Students Not Tested	3	0
Number of Students Tested	1537	94

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students

		BIOLOGY I Number Tested	BIOLOGY I Percent Passing	BIOLOGY I Average Scale Score
All Students Not In Special Education		1537	63	1573
Male		793	65	1584
Female		737	62	1563
No Information Provided		7	43	1486
Native American		4	---	----
Asian		57	70	1636
African American		190	57	1518
Hispanic		664	56	1524
White		298	84	1699
No Information Provided		324	62	1582
Economically Disadvantaged:	Yes	453	56	1519
	No	696	68	1600
	No Information Provided	388	64	1588
Title I, Part A:	Participants	201	55	1518
	Nonparticipants	938	65	1581
	No Information Provided	398	64	1584
Migrant:	Yes	14	57	1536
	No	1129	63	1570
	No Information Provided	394	64	1585
Limited English Proficient:	Yes	91	32	1416
	No	1048	66	1583
	No Information Provided	398	64	1584
Bilingual:	Participants	1	---	----
	Nonparticipants	1128	64	1571
	No Information Provided	408	63	1579
ESL:	Participants	100	24	1400
	Nonparticipants	1049	67	1585
	No Information Provided	388	64	1587
Gifted-Talented:	Participants	58	98	1794
	Nonparticipants	1087	61	1558
	No Information Provided	392	64	1584
At Risk:	Yes	522	53	1512
	No	625	72	1615
	No Information Provided	390	64	1588
Career/Technology Ed.:	Participants	334	65	1564
	Nonparticipants	793	62	1573
	No Information Provided	410	64	1582
Special Ed. Status Not Provided		391	65	1588
Oral Administration		1	---	----

Appendix K

The following Summary Reports include data from the fall 1996 and summer 1997 administrations of the Algebra I and Biology I end-of-course tests; these results are for special-education students.

ALGEBRA I TEXAS END-OF-COURSE

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	305	26
2. Applications of Graphing	267	22
3. Equations of Lines	219	18
Equations and Inequalities		
4. Linear Equations/Inequalities	120	10
5. Quadratic Equations	248	21
6. Polynomials	337	28
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	239	20
9. One or Two-Variable Situations	125	11
10. Probability, Ratio and Proportion, Data Analysis	331	28

Number Tested:	1188	Passed	91	8
Average Scale Score:	1352	Mastered All Objectives	13	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1592	100
Students Absent	192	12
Students Exempt-ARD	201	13
Other Students Not Tested	11	1
Number of Students Tested	1188	75

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Special Education Students		1188	8	1352
Male		809	9	1357
Female		378	4	1343
No Information Provided		1	---	----
Native American		3	---	----
Asian		9	11	1382
African American		207	4	1332
Hispanic		480	4	1329
White		480	13	1382
No Information Provided		9	0	1391
Economically Disadvantaged:	Yes	486	5	1328
	No	683	10	1369
	No Information Provided	19	5	1355
Title I, Part A:	Participants	210	8	1341
	Nonparticipants	965	8	1354
	No Information Provided	13	0	1378
Migrant:	Yes	22	5	1334
	No	1155	8	1352
	No Information Provided	11	0	1383
Limited English Proficient:	Yes	87	5	1326
	No	1092	8	1354
	No Information Provided	9	0	1391
Bilingual:	Participants	1	---	----
	Nonparticipants	1173	8	1352
	No Information Provided	14	0	1380
ESL:	Participants	66	5	1333
	Nonparticipants	1112	8	1353
	No Information Provided	10	0	1393
Gifted-Talented:	Participants	11	55	1495
	Nonparticipants	1167	7	1350
	No Information Provided	10	0	1380
At Risk:	Yes	731	6	1345
	No	448	11	1362
	No Information Provided	9	0	1391
Career/Technology Ed.:	Participants	360	8	1349
	Nonparticipants	802	8	1353
	No Information Provided	26	4	1371
Oral Administration		16	0	1373

ALGEBRA I TEXAS END-OF-COURSE

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	51	29
2. Applications of Graphing	32	18
3. Equations of Lines	52	30
Equations and Inequalities		
4. Linear Equations/Inequalities	33	19
5. Quadratic Equations	40	23
6. Polynomials	63	36
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	37	21
9. One or Two-Variable Situations	16	9
10. Probability, Ratio and Proportion, Data Analysis	55	31

Number Tested:	176	Passed	23	13
Average Scale Score:	1362	Mastered All Objectives	3	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	187	100
Students Absent	7	4
Students Exempt ARD	2	1
Other Students Not Tested	2	1
Number of Students Tested	176	94

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Special Education Students	176	13	1362
Male	128	13	1362
Female	48	13	1361
No Information Provided	0	---	----
Native American	0	---	----
Asian	4	---	----
African American	32	16	1359
Hispanic	65	5	1330
White	75	20	1388
No Information Provided	0	---	----
Economically Disadvantaged: Yes	51	8	1340
No	125	15	1371
No Information Provided	0	---	----
Title I, Part A: Participants	27	4	1304
Nonparticipants	148	15	1373
No Information Provided	1	---	----
Migrant: Yes	3	---	----
No	172	13	1363
No Information Provided	1	---	----
Limited English Proficient: Yes	9	0	1298
No	165	14	1367
No Information Provided	2	---	----
Bilingual: Participants	1	---	----
Nonparticipants	174	13	1361
No Information Provided	1	---	----
ESL: Participants	8	0	1283
Nonparticipants	167	14	1366
No Information Provided	1	---	----
Gifted-Talented: Participants	4	---	----
Nonparticipants	171	12	1359
No Information Provided	1	---	----
At Risk: Yes	95	6	1345
No	80	21	1383
No Information Provided	1	---	----
Career/Technology Ed.: Participants	70	13	1360
Nonparticipants	101	14	1364
No Information Provided	5	0	1348
Oral Administration	0	---	----

BEST COPY AVAILABLE

BIOLOGY I TEXAS END-OF-COURSE
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	558	31
2. Patterns of Living Systems	518	28
3. Ecology	680	37
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	642	35
5. Acquire and Organize Scientific Data	895	49
6. Interpret and Communicate Scientific Data	1022	56
7. Make Inferences, Predictions, and Generalizations	1090	60
8. Design and Conduct Biological Investigations	709	39
9. Apply Science to Daily Life	794	43

Number Tested:	1826	Passed	675	37
Average Scale Score:	1434	Mastered All Objectives	89	5

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2519	100
Students Absent	284	11
Students Exempt ARD	393	16
Other Students Not Tested	14	1
Braille Version	2	0
Number of Students Tested	1826	72

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students

		BIOLOGY I Number Tested	BIOLOGY I Percent Passing	BIOLOGY I Average Scale Score
All Special Education Students		1826	37	1434
Male		1248	41	1450
Female		578	29	1400
No Information Provided		0	---	----
Native American		3	---	----
Asian		12	25	1426
African American		281	21	1353
Hispanic		821	26	1386
White		708	56	1522
No Information Provided		1	---	----
Economically Disadvantaged:	Yes	810	27	1386
	No	1005	45	1473
	No Information Provided	11	45	1397
Title I, Part A:	Participants	443	28	1395
	Nonparticipants	1380	40	1447
	No Information Provided	3	---	----
Migrant:	Yes	50	22	1379
	No	1765	37	1436
	No Information Provided	11	27	1427
Limited English Proficient:	Yes	160	19	1335
	No	1661	39	1444
	No Information Provided	5	20	1406
Bilingual:	Participants	1	---	----
	Nonparticipants	1823	37	1435
	No Information Provided	2	---	----
ESL:	Participants	105	14	1310
	Nonparticipants	1720	38	1442
	No Information Provided	1	---	----
Gifted-Talented:	Participants	11	100	1791
	Nonparticipants	1812	37	1432
	No Information Provided	3	---	----
At Risk:	Yes	956	34	1422
	No	869	41	1448
	No Information Provided	1	---	----
Career/Technology Ed.:	Participants	540	39	1443
	Nonparticipants	1261	36	1432
	No Information Provided	25	24	1346
Oral Administration		20	50	1469

BIOLOGY I TEXAS END-OF-COURSE
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	34	40
2. Patterns of Living Systems	35	41
3. Ecology	36	42
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	43	50
5. Acquire and Organize Scientific Data	40	47
6. Interpret and Communicate Scientific Data	60	70
7. Make Inferences, Predictions, and Generalizations	45	52
8. Design and Conduct Biological Investigations	39	45
9. Apply Science to Daily Life	49	57

Number Tested:	86	Passed	38	44
Average Scale Score:	1509	Mastered All Objectives	13	15

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	90	100
Students Absent	2	2
Students Exempt ARD	1	1
Other Students Not Tested	0	0
Braille Version	1	1
Number of Students Tested	86	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY I Number Tested	BIOLOGY I Percent Passing	BIOLOGY I Average Scale Score
All Special Education Students		86	44	1509
Male		64	41	1498
Female		22	55	1543
No Information Provided		0	---	----
Native American		0	---	----
Asian		1	---	----
African American		16	31	1496
Hispanic		38	26	1425
White		31	71	1609
No Information Provided		0	---	----
Economically Disadvantaged:	Yes	29	31	1397
	No	56	50	1565
	No Information Provided	1	---	----
Title I, Part A:	Participants	13	23	1391
	Nonparticipants	72	49	1535
	No Information Provided	1	---	----
Migrant:	Yes	0	---	----
	No	85	45	1513
	No Information Provided	1	---	----
Limited English Proficient:	Yes	4	---	----
	No	81	46	1522
	No Information Provided	1	---	----
Bilingual:	Participants	0	---	----
	Nonparticipants	85	45	1513
	No Information Provided	1	---	----
ESL:	Participants	2	---	----
	Nonparticipants	83	46	1519
	No Information Provided	1	---	----
Gifted-Talented:	Participants	2	---	----
	Nonparticipants	83	43	1508
	No Information Provided	1	---	----
At Risk:	Yes	50	42	1484
	No	36	47	1544
	No Information Provided	0	---	----
Career/Technology Ed.:	Participants	36	47	1517
	Nonparticipants	48	44	1512
	No Information Provided	2	---	----
Oral Administration		0	---	----

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